Santoor

Textbook of English for Class 3

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राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद्
NATIONAL COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING

Reprint 2026-27

0332 – SANTOOR
Textbook of English for Class 3

ISBN 978-93-5292-991-7

First Edition
April 2024 Chaita 1946

Reprinted
March 2025 Phalguna 1946
January 2026 Pausha 1947

PD 155T BS

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₹ 65.00

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Cover, Illustrations and Layout
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Printed on 80 GSM paper with NCERT watermark

Published at the Publication Division by the Secretary, National Council of Educational Research and Training, Sri Aurobindo Marg, New Delhi 110 016 and printed at D.P. Printing & Binding, B-149, Okhla-I, A-1, New Delhi–110020

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Foreword

The Foundational Stage in school education, as envisaged by the National Education Policy 2020, serves as the cornerstone for the holistic development of children. It enables them not only to imbibe the invaluable *samskaras* rooted in our country's ethos and constitutional framework, but also to acquire basic literacy and numeracy. This foundation equips them to transition seamlessly into the more challenging Preparatory Stage.

The Preparatory Stage acts as a bridge between the Foundational and the Middle Stages, spanning three years from Grade 3 to Grade 5. The education provided during this stage builds upon the pedagogical approaches of the Foundational Stage. While the play-way, discovery, and activity-based learning methods continue, children are also introduced to textbooks and more formal classroom settings. This introduction aims not to overwhelm but to establish a foundation across curricular areas, promoting holistic learning and self-exploration through reading, writing, speaking, drawing, singing, and playing. This comprehensive approach encompasses physical education, art education, environmental education, languages, mathematics, basic science, and social science. This comprehensive approach ensures children are well-prepared both at the cognitive-sensitive and physical-*pranic* (emotional) levels to effortlessly transition to the Middle Stage.

The textbook, *Santoor* for Grade 3 is meticulously designed to align with these objectives. It adheres to the recommendations of the National Education Policy 2020 and the National Curriculum Framework for School Education 2023. The textbook emphasises conceptual understanding, critical thinking, creativity, values and dispositions essential for this developmental stage. It incorporates cross-cutting themes such as inclusion, multilingualism, gender equality, and cultural rootedness integrating appropriate ICT and school-based assessments. The engaging content and activities are designed to captivate students and encourage peer group learning, thus enriching the educational experience for students as well as teachers.

It is crucial to remember the pedagogical focus of the textbook emphasising understanding, critical thinking,

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reasoning, and decision making. Children's innate curiosity at this stage should be nurtured by addressing their questions and designing activities based on core learning principles. While the play-way method continues, the nature of toys and games used for teaching evolves to enhance engagement rather than mere attraction.

While this textbook is valuable, children should also explore additional resources on the subject. School libraries should facilitate this extended learning, and parents and teachers should support their endeavours.

An effective learning environment motivates students, keeping them engaged and fostering curiosity and wonder vital for learning.

With confidence, I recommend this textbook to all students and teachers at the Preparatory Stage. I extend my gratitude to everyone involved in its development, hopeful that it will meet expectations. As NCERT remains committed to systemic reforms and improving publication quality, we welcome feedback to refine the textbook content.

DINESH PRASAD SAKLANI
Director
National Council of Educational
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New Delhi
31 March 2024

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About the Book

Language lies at the centre of human cognitive, social, and cultural experiences. It enables effective communication, which is integral to the formation and functioning of societies and cultures National Curriculum Framework for School Education (NCF SE, p. 234). The present textbook is designed in alignment with the visionary framework of the National Education Policy (NEP) 2020 and the National Curriculum Framework (NCF) for School Education 2023. In the preparatory stage, students develop proficiency in speaking and competencies in reading and writing in both languages — Reading in Language 1 (R1) and Reading in Language 2 (R2). While students achieve these faster in R1, they are expected to gain familiarity with R2, gradually progressing from basic communication skills to greater fluency and proficiency in speaking and writing.

To take children well beyond foundational literacy and develop a genuine interest in independent reading, the textbook draws from children's real-life experiences and reflects their cultural and social milieu. It is purposefully crafted to meet specific stage competencies and grade-based learning outcomes, ensuring alignment with core principles of the subject. It uses language appropriate for the grade level and provides support for unfamiliar vocabulary and complex sentence structures. It incorporates digital elements and external references suitably within the material. Local context heavily influences content selection. The textbook aims to be engaging, striking a balance between visuals and text, leaning towards visually appealing material making it suitable for easy comprehension by young learners.

To foster oral skills, this textbook offers engaging learning materials that encourage students to converse with each other. The content features a range of activities such as reciting rhymes, singing songs, role-playing, etc., facilitating in-class practice. To enhance reading abilities, the textbook presents a diverse array of content, encompassing stories, poems, narratives and a comic strip. It maintains a balance between familiar and unfamiliar texts and contexts. With large font sizes, colourful illustrations, and captivating chapter titles, it captivates student interest. The text stimulates critical thinking

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and sparks imagination, fostering curiosity. The content is structured to aid students in transitioning from guided to independent reading. For honing writing skills, the selected content systematically imparts writing proficiency. Students engage in activities that encourage independent practice, such as constructing simple sentences, encouraging creative expression and skill development in writing.

All these are done through various sections, like 'Let us recite', 'Let us think', 'Let us speak', 'Let us learn', 'Let us listen', and 'Let us write', 'Let us do', and 'Let us explore'. This not only helps the learner in the process of language acquisition but also builds up their confidence level.

Curricular Goals (CG) lay the foundation of every learning-teaching material. In line with the textbooks for Classes 1 and 2, *Santoor* (Class 3) has been developed after careful consideration of the curricular goals. The curricular goals for language address the diverse needs of learners in a language classroom. Communication and comprehension are at the heart of every language and the same has been reiterated through CG1: Sustains effective communication skills for day-to-day interactions, enhancing their oral ability to express ideas. The book provides ample opportunities for learners to engage with the text and share their input. Sections titled 'Let us speak' and 'Think and say' subsection of 'Let us think' present opportunities for students to be creative with replies and share with classmates allowing learners to engage with language in a meaningful way.

Similarly, CG 4: Develops a wide range of vocabulary in various contexts and through different sources has been addressed by incorporation of texts and activities that are not limited only to literature but also encompass content areas like mathematics and 'The World Around Us' activities and vocabulary pertaining to the same find a place in different units. For example, Unit 1 has activities related to shapes whereas, Unit 4 provides scope for learners and teachers to discuss ordinal numbers.

In Class 3, although guided writing is the main component, there is a gradual progress towards making learners independent writers. This is in alignment with the CG 3 that develops the ability to express their understanding, experiences, feelings, and ideas in writing.

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Reading as a process is not limited to decoding, says CG 2 which aims to develop fluency in reading and the ability to read with comprehension. The activities in *Santoor* are designed to evoke responses by the learners' reflecting their understanding of the text through the 'Answer the following' subsection.

One of the major recommendations of NCF-SE 2023 is the inclusion of knowledge of India. Indian values and traditions have been presented to the learner in an easily comprehensible way, for instance the passage on *Makar Sankranti* and it's various manifestations.

The theme of Unit 1 is 'Fun with Friends'. This unit encourages language acquisition through friendly animals, and imaginative characters as a lens, allowing them to seamlessly integrate cross-curricular elements of Mathematics. Through engaging exercises, they learn that friendship may be between children as well as with the environment. It also kindles their imagination with whimsical characters of shapes to aid language learning through a joyful, play-driven process. This unit emphasises the value of friendship.

Unit 2 titled 'Toys and Games', takes the children into the world of indigenous toys and games. The chapters, 'Out in the Garden' and 'Talking Toys' give a glimpse of the world of toys taking the child into the imaginary world with emphasis on the joy of playing. Chapter 3, 'Paper Boats', emphasises on the joy of making and sharing simple toys.

Unit 3 titled 'Good Food' in Chapter 1, 'The Big Laddoo' steers us into the wondrous world of laddoos and sweets, while playfully introduces the concept of size. Chapter 2 'Madhu's Wish' identifies the significance of water in our lives with an equal importance to good and healthy food. Chapter 3 'Thank God' makes students delve into the vibrant world of an orchard. It not only imparts knowledge of fruits but also instills a sense of gratitude.

Unit 4, titled 'The Sky', begins with the Poem 'Night'. In the poem a young child wonders about his day and how it is shaped by the sunset and sunrise. The first prose piece of the Unit 'Chanda Mama Counts the Stars' is a story that introduces the concept of infinity through the characters of the Sun and the Moon. In the third text, 'Chandrayaan', siblings

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Rani and Prateek try to get a glimpse into India's Lunar Mission 'Chandrayaan' with the help of their neighbour 'Nandini Aunty' who is a scientist.

Language and literacy, physical, socio-emotional, aesthetic and cognitive domains have been integrated along with the development of positive habits to create a learning impression in totality for children. Development of *Annamaya*, *Pranamaya*, *Manomaya*, and *Vignyanmaya kosha* is an ongoing process which leads to the manifestation of *Anandmaya kosha*. The present textbook is a step in this direction.

In addition to the material provided in the textbook, teachers may also use the matter embedded in the QR code. Further, as suggested in 'Note to the teacher' section given throughout the book, teachers are encouraged to use local stories, proverbs and objects in the classroom, as well as audio and video support from DIKSHA platform. The textbook is only one tool, learning needs many resources. Children absorb a wealth of knowledge by observing their surroundings, interacting with peers, elders like grandparents, engaging in hands-on activities, watching TV, using mobile devices, playing with toys and games, listening to stories and poems, working on projects, visiting culturally significant places, and travelling. It is crucial to appreciate and align this diverse learning with the competencies and curricular goals set for this phase. Educating our children is a shared responsibility that extends beyond formal textbooks.

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Acknowledgements

The National Council of Educational Research and Training (NCERT) acknowledges the guidance and support of the esteemed Chairperson and members of Curricular Area Group (CAG): Preparatory Stage, and also of other concerned CAGs for their guidelines on cross-cutting themes in developing this textbook. The Council thanks Sudha Murty, author and copyright holder, for granting permission to include the story, 'Madhu's Wish'; State Council of Educational Research and Training (SCERT), Meghalaya for the poem 'Aachoo', and to Samvit Research Foundation, Bengaluru, for the story 'Best Friends' in this book.

The text 'Chanda Mama Counts the Stars' is inspired by the 'Uncle Moon Forgets Counting' published by the National Book Trust (NBT), and the text 'Paper Boats' is inspired by the English textbook published by the SCERT, Kerala, which the Council gratefully acknowledges.

The Council thanks Gajanan Londhe, *Director*, Samvit Research Foundation, Bengaluru; Ranjana Arora, *Professor* and *Head*, Department of Curriculum Studies and Development, NCERT; Anju Gandhi, *Senior Consultant,* Programme Office, NSTC and Saket Bahuguna, *Consultant,* Programme Office, NSTC for their continuous academic support.

The efforts of Vidhi Joon, *SRA* (contractual); Sonam Shree, *JPF* (contractual) and Vivek Mandal, *DTP Operator* (contractual), Department of Elementary Education, NCERT are appreciated for providing support in the development of the textbook.

The Council acknowledges the efforts of Ilma Nasir, *Editor* (contractual), Publication Division, NCERT, for editing this textbook. The Council also appreciates the efforts of Mohan Singh and Ajay Kumar, *DTP Operator* (contractual), Pawan Kumar Barriar, *In charge*, DTP Cell; Sanjeev Kumar, *Copy Holder*, Publication Division, NCERT, for finalisation of this textbook.

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Our National Anthem

Jana-gana-mana adhinayaka, jaya he
Bharata-bhagya-vidhata.
Punjab-Sindh-Gujarat-Maratha
Dravida-Utkala-Banga
Vindhya-Himachala-Yamuna-Ganga
Uchchhala-jaladhi-taranga.
Tava shubha name jage,
Tava shubha asisa mage,
Gahe tava jaya gatha.
Jana-gana-mangala-dayaka jaya he
Bharata-bhagya-vidhata.
Jaya he, jaya he, jaya he,
Jaya jaya jaya, jaya he!

Our National Anthem, composed originally in Bangla by Rabindranath Tagore, was adopted in its Hindi version by the Constituent Assembly as the national anthem of India on 24 January 1950.

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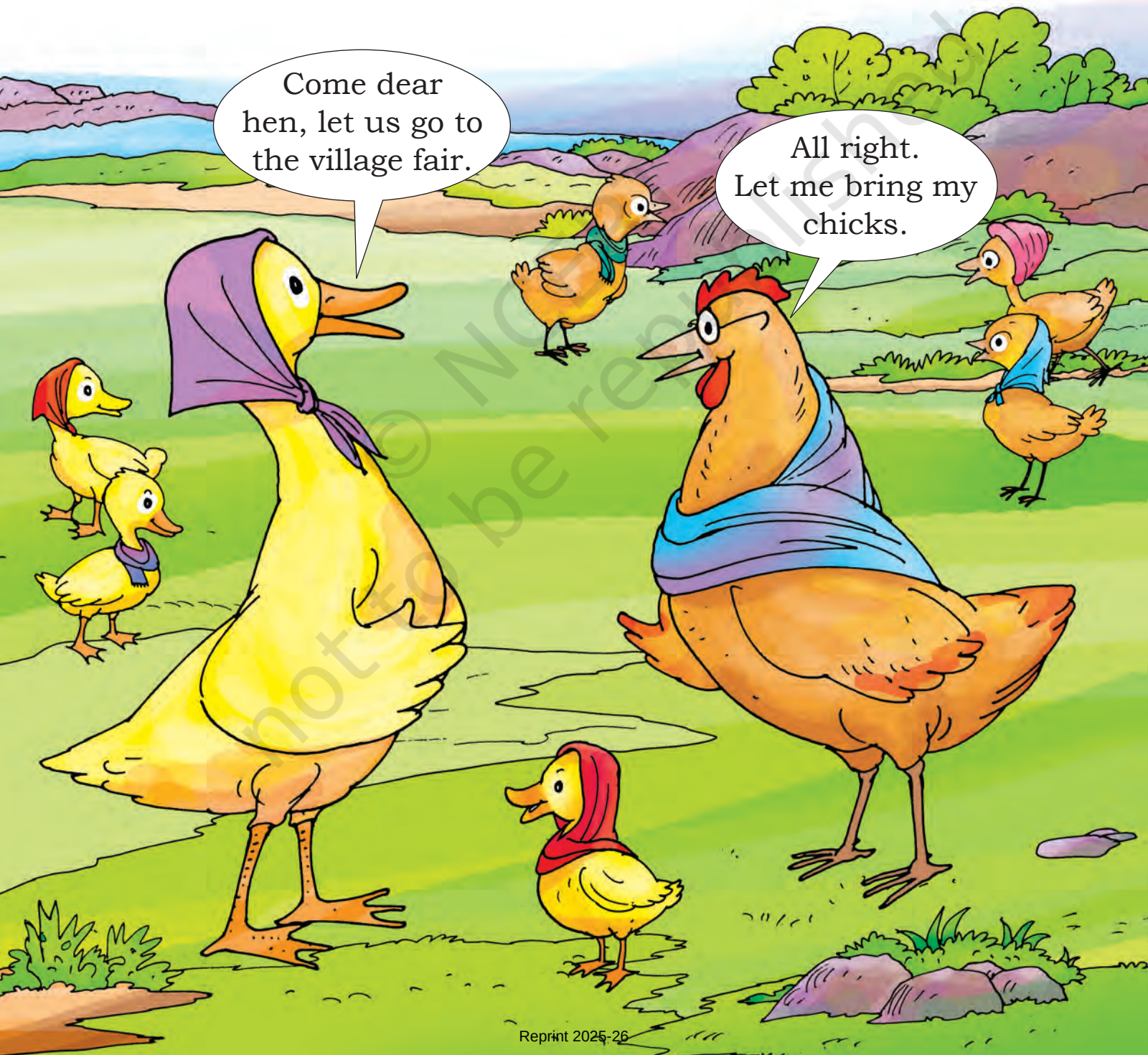
Unit 1

Fun with Friends

Picture reading

Look at this picture story.



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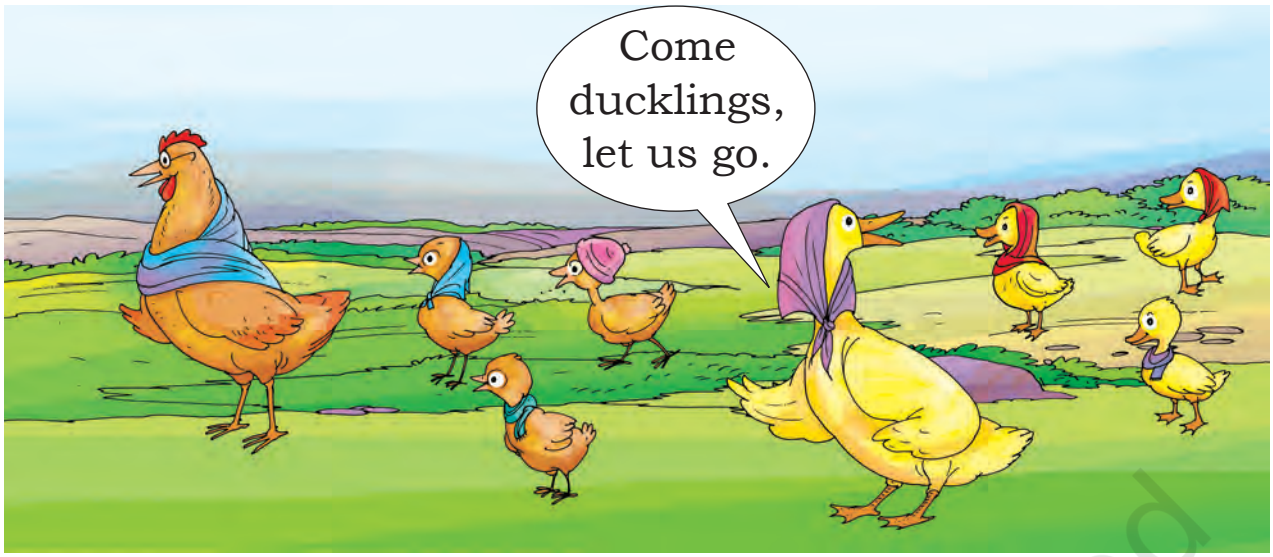

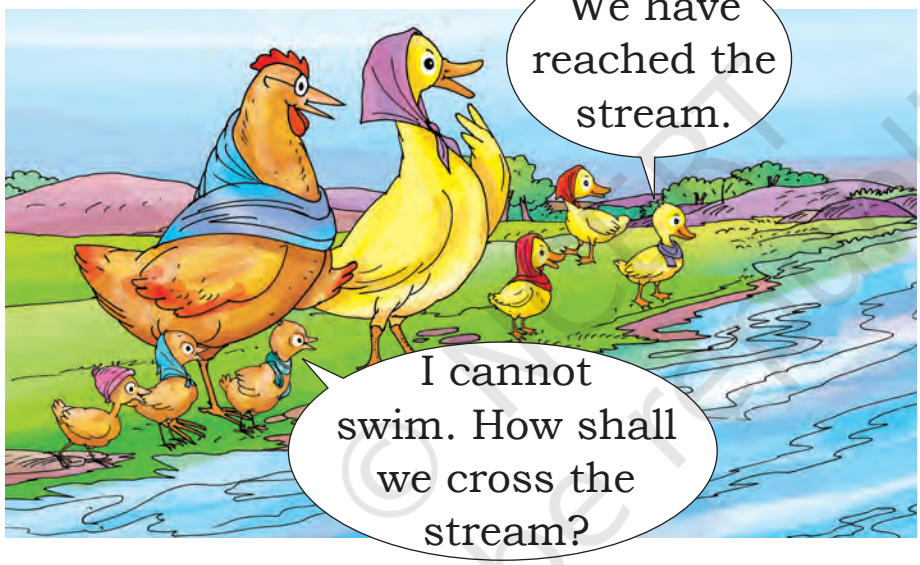

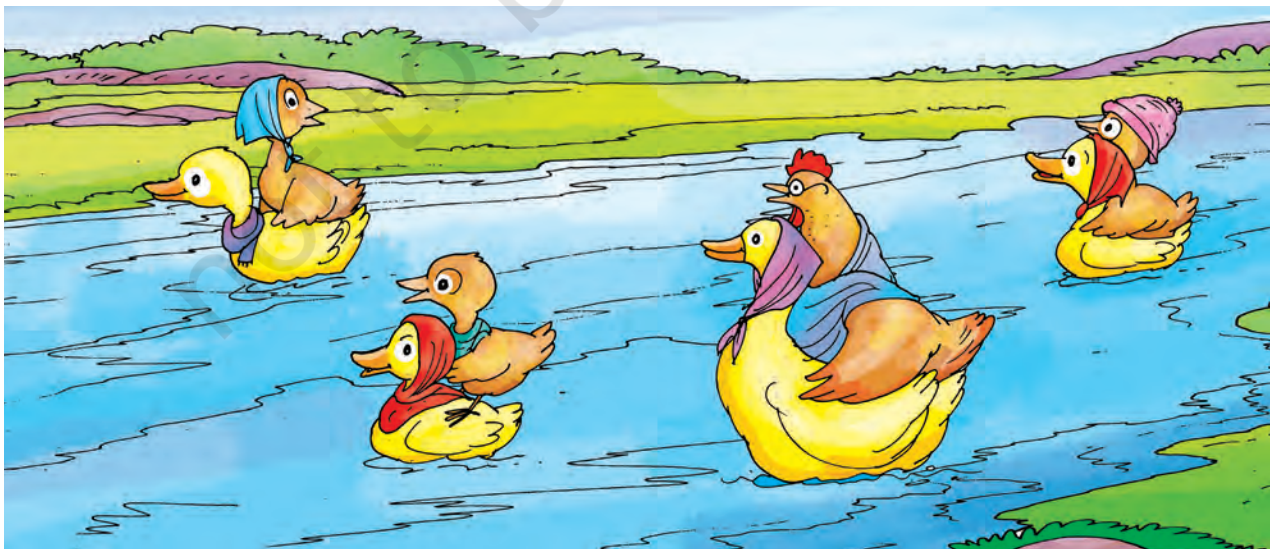

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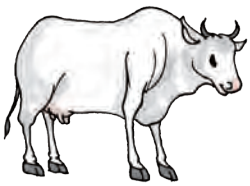
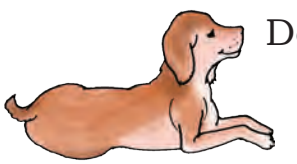
Now discuss with your friends.

1. How many ducklings and chicks can you see in the picture?
2. The duck and the hen — are they friends? How do you know?
3. How did the hen and the chicks cross the stream?
4. Have you ever helped your friend? How did you help?
5. Did you feel happy to help your friend?
6. Match the following animals with their young ones.

Animals		Young ones	
	Duck ▶	◀ Kitten	
	Hen ▶	◀ Calf	
	Cow ▶	◀ Puppy	
	Cat ▶	◀ Duckling	
	Dog ▶	◀ Chick	

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Chapter 1. Colours

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Let us recite

You have a few crayons,
Red, yellow and blue.
Green, purple and black,
I have some too.

I need the red
and you need the black.
If we share our crayons,
we have a full pack!

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A. Answer the questions. Write your answer in the given space.

1. How many children are there in the poem?

2. Why did the children want to share the crayons?

3. How can the children in the poem have a full pack?

B. Think and say.

1. The children in the poem shared their crayons. Do you share anything with your friends? What do you share?
2. You have only green, blue and red crayons. Talk in pairs what you would want to draw.
3. Now you have blue, green, red, yellow, brown and orange crayons. What can you draw? Draw here:

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4. Rearrange the letters to find the hidden colour.

a) LEBU _____

b) LYLEWO _____

c) RENEG _____

d) RUPPEL _____

e) NROBW _____

Let us speak

A. Say aloud.

This is a **gr**een **cr**ayon.

The word **gr**een begins with '**gr**'.

The word **cr**ayon begins with '**cr**'.

Now say these words aloud:

gr	green	grey	grass	grapes	grandmother
cr	crayon	crab	crane	crow	cradle
dr	draw	drum	dress	drop	dragon
pr	prince	princess	prize	pray	present

Form a sentence using each of these words and say it aloud.

Note to the teacher
You may read aloud each word slowly. Let the children listen to your pronunciation and repeat the word.

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B. Have fun!

Here is a fun task for you! Look at the words.

Read out the COLOUR but not the words.

For example:

The word '**yellow**' is written in green colour, so you should read **YELLOW** as GREEN instead of YELLOW for the first word.

YELLOW	BLUE	ORANGE
BLACK	RED	GREEN
PURPLE	YELLOW	RED
BLUE	ORANGE	BLACK

A. Words used to show actions are called action words.

Read the words given below. Circle the action words.

carrot	laugh	dance	leg	eat
cry	swim	potato	sleep	play
sun	dig	jump	run	book
face	write	cat	smile	push

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B. Find the action words in the grid below.
One is done for you.

p	u	p	p	y	n	b	h
t	y	o	k	a	r	q	p
x	v	u	j	w	a	l	k
c	a	r	w	n	o	s	e
o	t	g	s	r	p	o	q
u	y	i	e	y	e	g	g
g	i	v	e	t	n	d	a
h	v	e	q	h	e	l	p

walk
yawn
pour
cough
give
see
open
help

C. There are 26 letters in the English alphabet. They are:

A	B	C	D	E	F	G	H	I
J	K	L	M	N	O	P	Q	R
S	T	U	V	W	X	Y	Z	

A Anu eats an apple.

B Basu has a bat and a ball.

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C

Chandu likes cabbage and carrots.

D

Dinesh dances day and night.

E

Esha enjoys an elephant ride.

F

Faiz feeds a fish.

G

Govind goes to get guavas.

H

Hari helps Hemant.

Note to the teacher

Draw learners' attention to the letter repetition in each example.

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I

I like ice-cream.

J

Jack just jumps down.

K

Kavita keeps the kittens on her knees.

L

Lata loves lemonade.

M

Madhav mixes milk and mango pulp.

N

Navneet writes his name on new notebooks.

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O

Om opens a box of oranges.

P

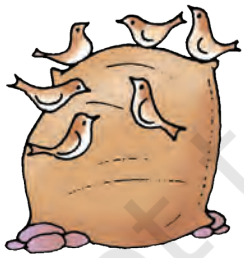
Prema puts a pencil in her pocket.

Q

Queue up quietly.

R

Radha rolls the red ribbon.



S

Six sparrows sit on a sack.

T

The teacher tells a tale.

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U

Usha uses an umbrella.

V

Vishnu visits a village in a van.

W

We see a watchman near the white wall.

X

X is the last letter in ox, fox and box.

Y

Yasmeen and Yana are friends.

Z

Zebras graze in the zoo.

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Let us arrange some words in alphabetical order.

Let us take names of five fruits to begin with:

CHERRY	APPLE	GRAPES	BANANA	ORANGE

Now arrange these words in alphabetical order.

Look at the first letter of each word.

Put them in the order of the alphabet.

Write down the word that begins with A first, B next and so on ...

So, the names of these fruits in alphabetical order would be:

APPLE	BANANA	CHERRY	GRAPES	ORANGE

Now, write these colours in alphabetical order:

YELLOW	BLUE	PURPLE	GREEN	RED

_____ _____ _____ _____ _____

Clue

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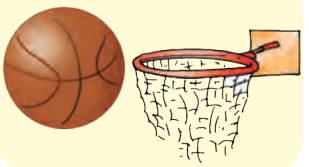
Let us do

You all have friends, don't you? Like you, words also have friends.

Look at these words. Match each word with its friend-word. Write the new word in the space given. The picture clue will help you. One has been done for you:

Word	Friend	New word	Clue
rain	paper	_____	
blue	ball	_____	
news	bow	rainbow	
basket	worm	_____	
earth	berry	_____	

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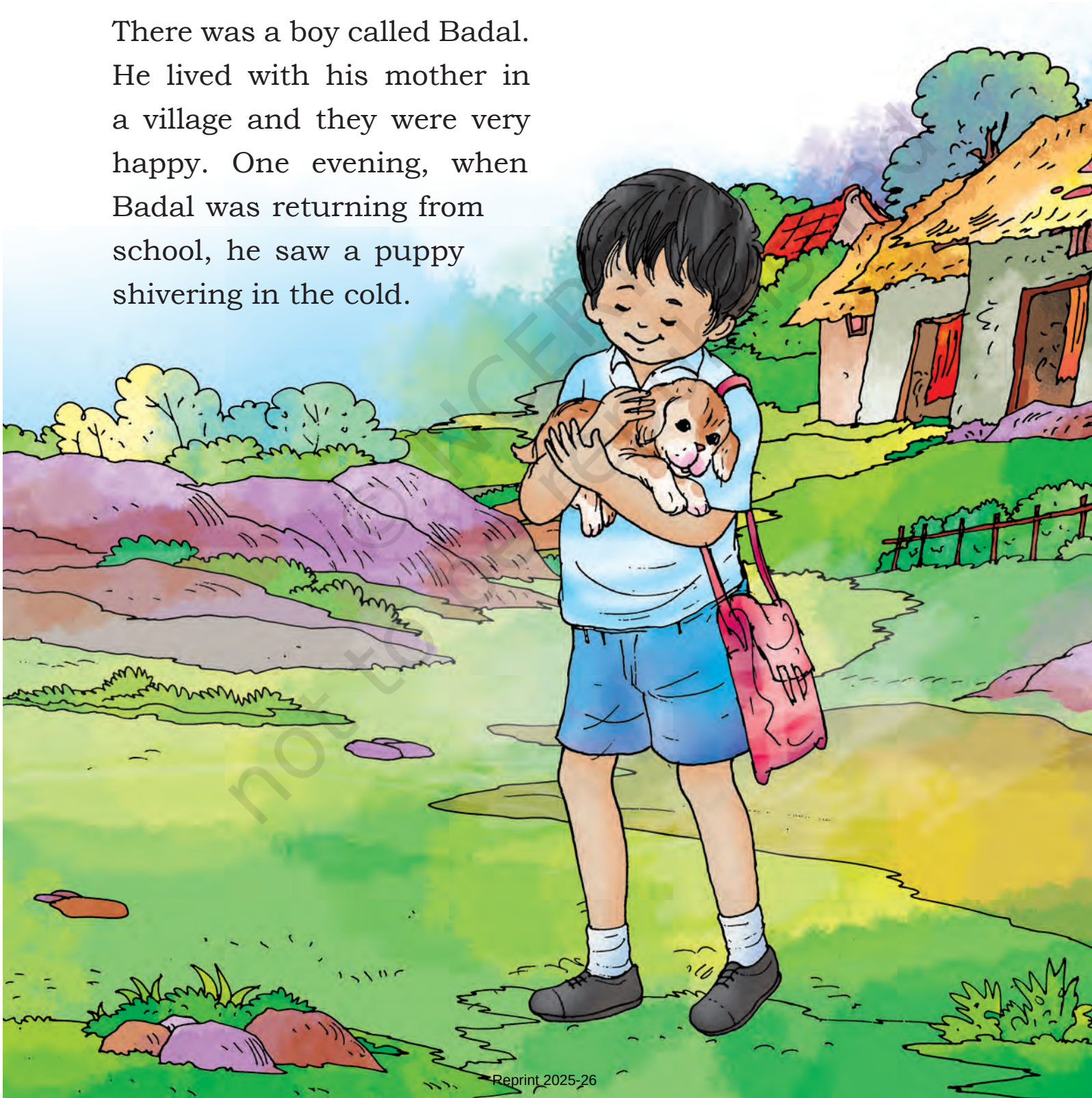
Chapter 2. Badal and Moti

0332CH02

Let us read

There was a boy called Badal. He lived with his mother in a village and they were very happy. One evening, when Badal was returning from school, he saw a puppy shivering in the cold.



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Badal brought him home. “Can this puppy stay with us, Maa?” asked Badal. “Yes beta, but only if you promise to take care of the puppy”, said his mother with a smile. Badal and his mother named the puppy Moti. As days went by, Moti grew up and loved Badal. They became best friends. They ate and played together. Moti followed Badal wherever he went. They played their favourite games together.

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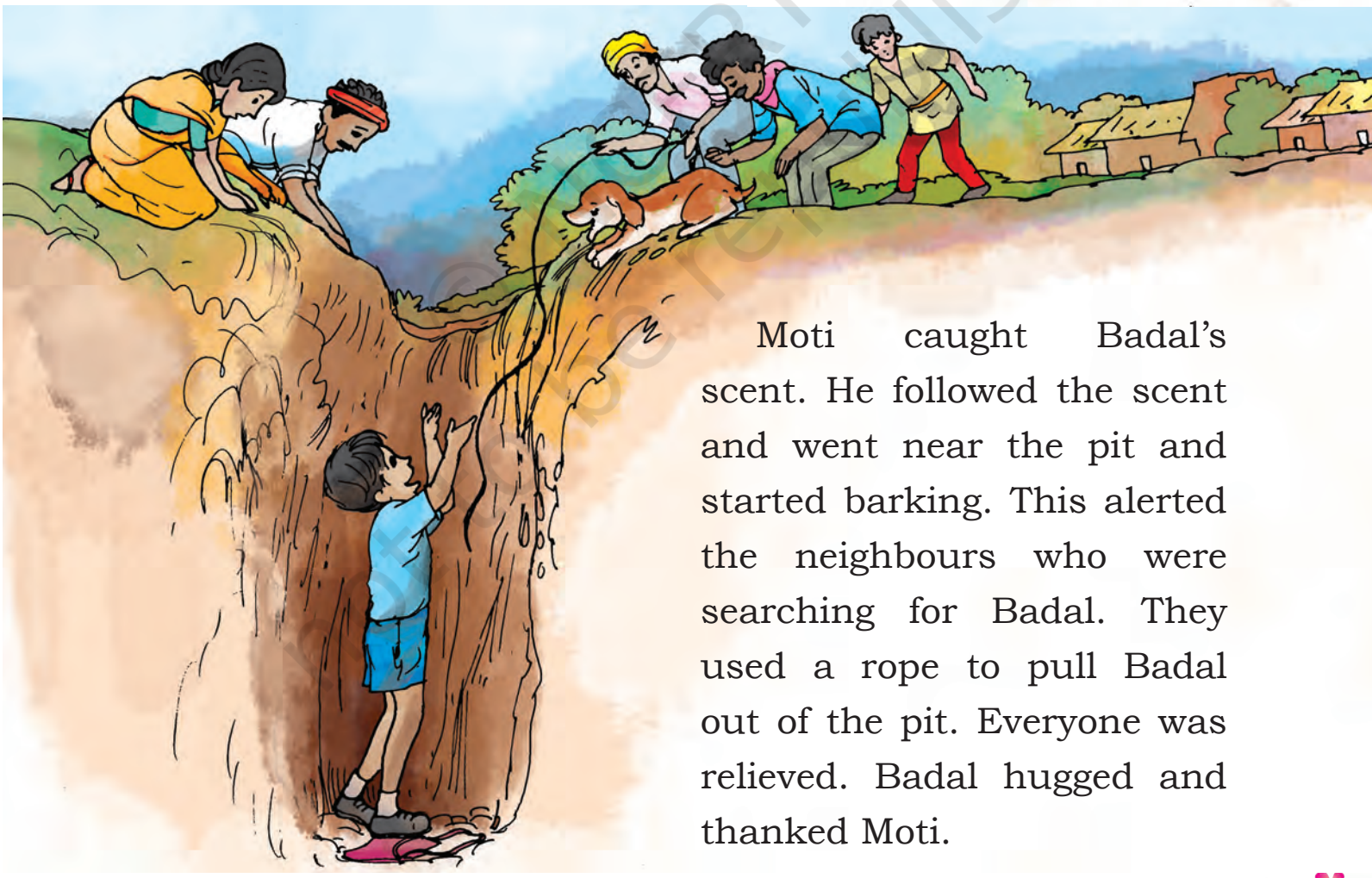
One rainy day, while Badal was on his way home from school, he slipped on the muddy lane and fell into a deep pit. He tried hard, but could not come out of the pit. Badal's mother was worried when he did not come home in time. Moti too was waiting at the gate. Badal's mother gathered the neighbours to help search for him. Moti too accompanied them.



Moti caught Badal's scent. He followed the scent and went near the pit and started barking. This alerted the neighbours who were searching for Badal. They used a rope to pull Badal out of the pit. Everyone was relieved. Badal hugged and thanked Moti.

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Let us think

A. Answer the following.

1. What did Badal come across by the side of the road?

2. What did Badal and his mother name the puppy?

3. What did Badal fall into?

4. How did Moti find Badal?

5. Write 'T' for true and 'F' for false.

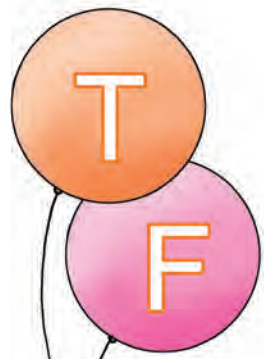
   a) Badal lived with his grandmother. ( )

   b) Moti grew up and loved Badal. ( )

   c) Badal's mother was worried when he did not come home in time. ( )

   d) Moti caught Badal's photo. ( )

   e) Badal hugged his puppy Moti and thanked him. ( )



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B. Think and discuss in pairs.

1. Do you remember when you fell down last time? How did you fall? Who picked you up? Share your experiences.
2. Do you have a pet? Do you know someone who has a pet?
3. If you were allowed to keep any animal as a pet, which animal would you choose? Why?

Let us learn

A. Look at the following words from the lesson.

lived	loved	played	gathered	thanked

Notice that all these words end with 'ed'. All these actions have already happened.

Add 'ed' and write:

walk + ed = _____

play _____

talk _____

ask _____

touch _____

Note to the teacher
Informally introduce the concept of past tense.
Encourage learners to recall their actions from the previous day.

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B. Match the words to make pairs. Colour each pair with the same colour. Two have been done for you.

paper		ball
chair		thread
bat	and	key
needle		pencil
lock		sambar
idli		table

Let us listen

A. Your teacher will read out the story of Badal and Moti once again to you. Now read the following sentences and number them in the sequence of the story.

The first sentence has already been marked for you.

One rainy day, he slipped and fell into a deep pit. ( )

Badal and his mother named the puppy Moti. ( )

Badal hugged Moti. ( )

Badal came across a puppy by the side of the road. (1)

Moti accompanied Badal's mother to search for him. ( )

Moti followed Badal's scent and went near the pit and started barking. ( )

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Let us speak

A. Talk in pairs about what you do every day:

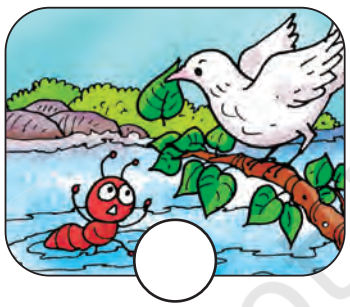
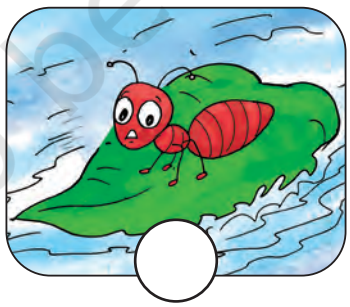
1. before you come to the school;
2. during the school hours;
3. after going back home.

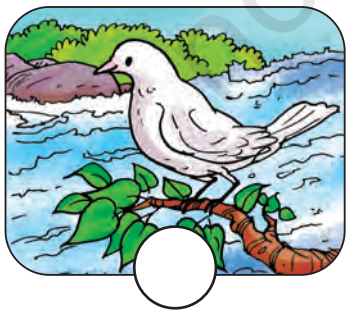
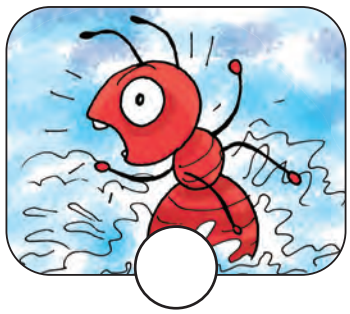
B. You may use the following clues.

1. Every day I _____ up at _____ in the morning.
   Then I _____ my teeth and go to the _____.
   After that, I take a _____ and dress up for school.
   I _____ breakfast and I _____ to school.
2. _____
3. _____

Let us write

A. Look at the pictures. They show a story of two friends: a pigeon and an ant. But the pictures are jumbled up. Number them to get the correct order to make a story.

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B. Now fill in the blanks using the words in the box to complete the story.

leaf	flew	branch	climbed	fell	stream	hunter

A dove was resting on a _____ of a tree near a _____. An ant _____ into the stream and cried for help. The dove dropped a _____ into the stream. The ant _____ on the leaf and landed safely. Another day the ant saw a _____ aiming at the dove. She quickly climbed up and bit the hunter's hand. The dove _____ away unhurt.

C. Look at these sentences from the lesson.

"Can this puppy stay with us, Maa?"

"Yes beta, but only if you promise to take care of the puppy."

Add a **?** or a **.** to the following:

1. The sun rises in the east _____
2. What is your name _____
3. I like to eat mangoes _____
4. May I borrow your English textbook _____
5. Brinda and Namrata are good friends _____
6. Whose shoes are these _____

Note to the teacher

Introduce the terms 'question' and ' statement' while explaining the punctuation marks.

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C. Complete the following conversation between two children.

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Let us do

A. Look at the picture below. It shows three children playing. Would you like to add anything to this picture? Use your crayons or colour pencils to add to the picture.

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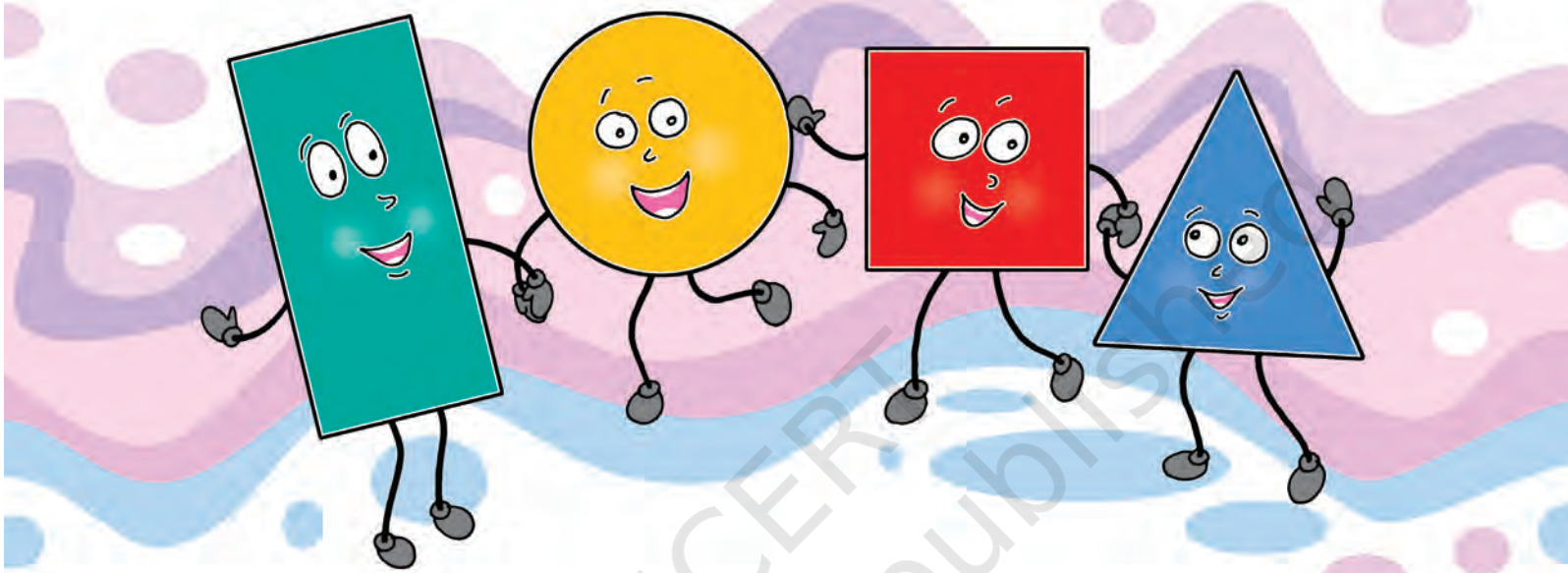
Chapter 3. Best Friends

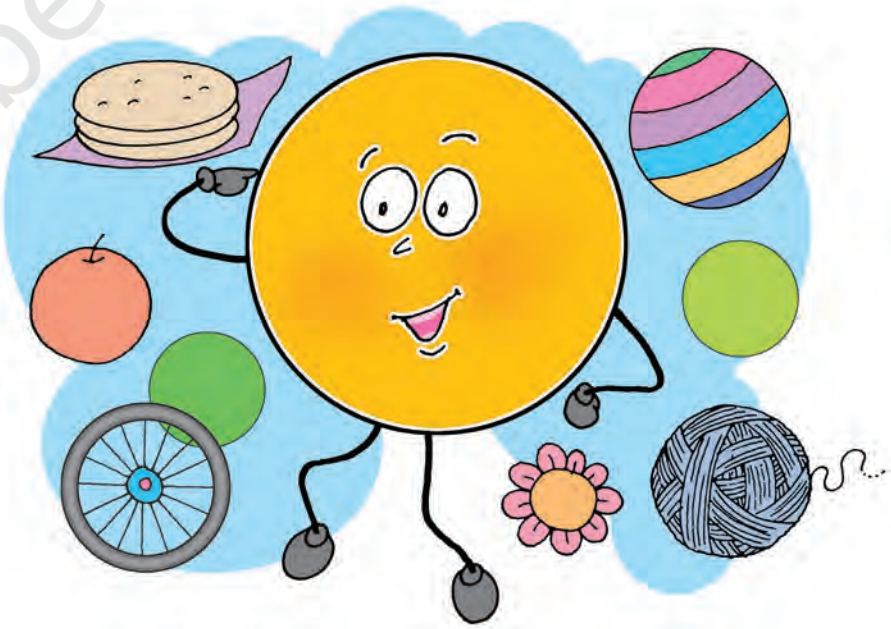
0332CH03

Let us read



There were four friends — Circle, Square, Triangle and Rectangle. One day there began a fight between the friends. Each of them said they were the best.

Circle said, "I am the best! I am round and beautiful. I have no sharp edges. Children use me to draw a smiling face. There are so many beautiful things in my shape. I am the best!"



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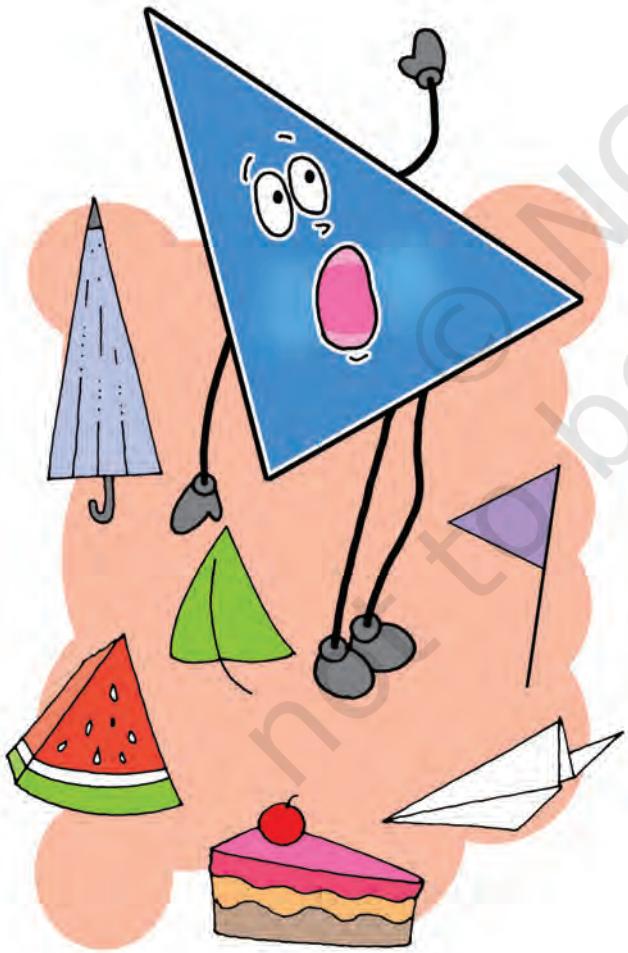
The other shapes refused to agree with the circle. Square then said, “I am the best! I have four sides and all of them are equal in size. Children eat many sweets which are square in shape. I look very beautiful and so I am the best.”



After listening to this, Triangle said in a loud voice, “I am the best! Just look at me! I am so beautiful. I have three sides. Children use me to draw mountains. They enjoy many yummy snacks in my shape. So, I am the best!”

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Listening to the other three friends, Rectangle laughed aloud. “Of course not. No one can be better than me. I have four sides. Two are equally long and two are equally short. I look so beautiful. Children enjoy biscuits and chocolates in rectangle shape. They also use so many things in my shape. I am the best!” said the rectangle.

What do you think will happen now?

The friends could not decide who was the best among them. They decided to ask the first person they meet.

After some time, they met a star. They stopped her and told her of their fight. They asked her to decide who was the best among them.

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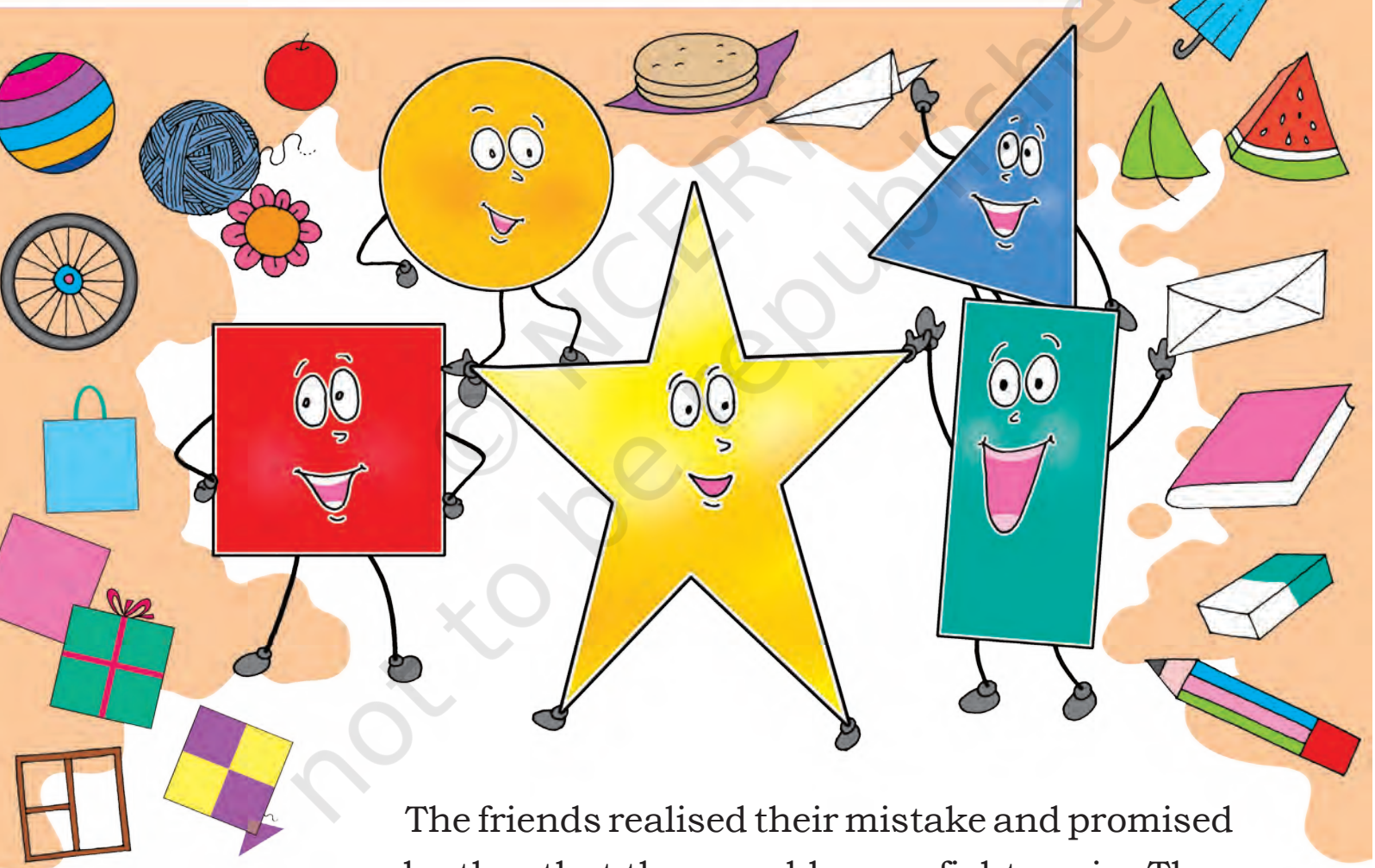
The star was wise. She looked at all of them. She thought for a while. Then she said, “All of you are friends. Then why should you fight? Let me tell you something very important. Do you know what you could do if you were together? You could create the most beautiful pictures and patterns! Just look around. We find amazing designs and things in all the shapes. So, stop fighting. Together we all can create wonders.”



The friends realised their mistake and promised each other that they would never fight again. They remained best friends forever.

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Answer the following.

1. Who were the four friends?

2. Why were they fighting?

3. Who helped them to end their fight?

4. What lesson did the friends learn in the end?

5. Write 'T' for true and 'F' for false.

   a) The circle does not have sharp edges. _____

   b) A square has four sides but not all of them are equal in size. _____

   c) The triangle has two sides _____

   d) The friends could decide who was the best among them. _____

6. Who is your friend? What are the things you can do when your friend helps you?

7. Look around you. Talk about the shapes of what you see.

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Let us speak

Divide into groups of 5.

Each of you will be one character in the story — circle, square, triangle, rectangle and the star.

Take turns and read out the story.

Enjoy by adding actions to what you say.

Let us learn

Read the following lines.

A pigeon and an ant became friends.

Notice that we used '**a**' before pigeon and '**an**' before 'ant'.

We use 'a' before singular nouns that begin with consonants. 'An' is used before singular nouns that begin with vowel sounds (a, e, i, o, u). Using this information, fill up the following blanks.

A. Fill in the blanks using 'a'.

1. _____ dog is barking at the postman.
2. My mother gives chapattis to _____ cow everyday.
3. In summers, _____ sparrow builds its nest on the mango tree near our house.

Note to the teacher
Help learners recall the consonants and vowels of the English alphabet.

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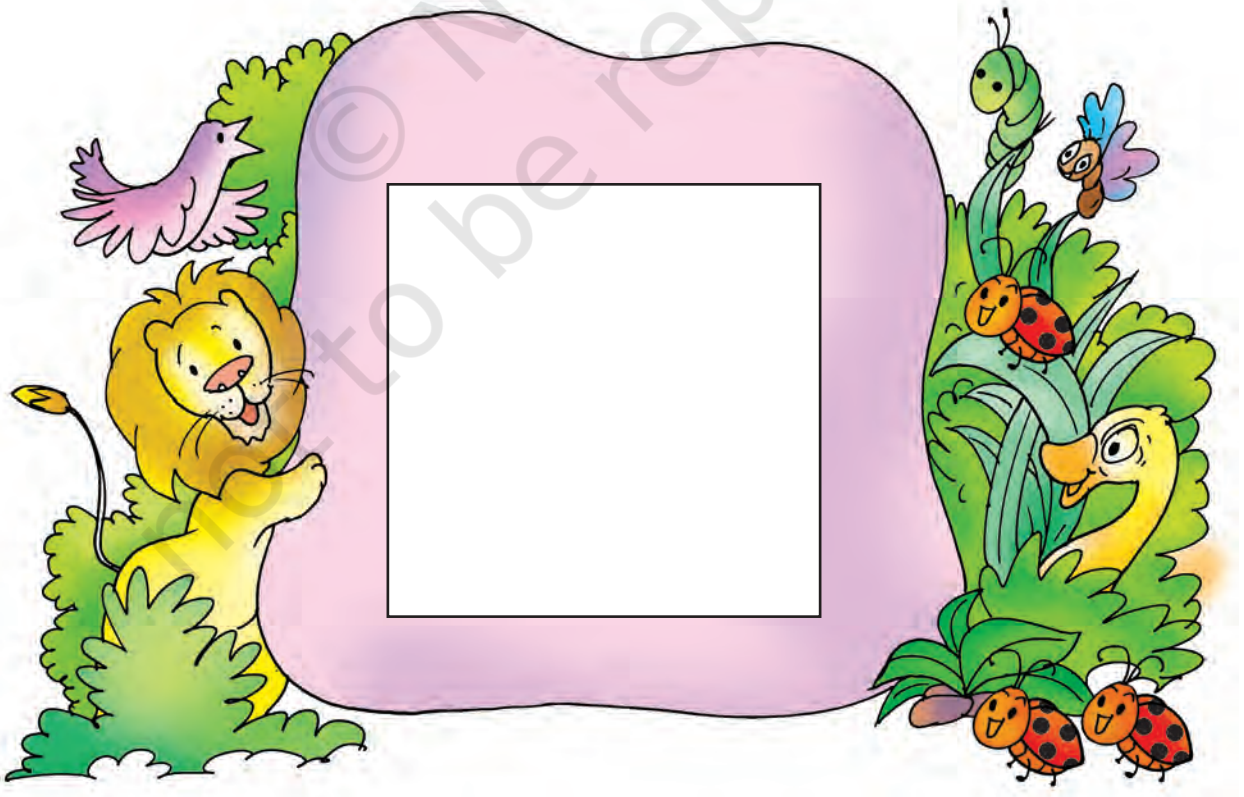
B. Fill in the blanks using 'an'.

1. I saw _____ eagle yesterday.
2. Maya bought _____ umbrella for the monsoon.
3. _____ ice-cream man brings his cart in the evenings.

C. Fill in the blanks using 'a' or 'an'.

1. _____ brown hen laid _____ egg.
2. _____ eagle sat on _____ building.
3. Mary ate _____ apricot, _____ *chikoo* and _____ orange.

A. Paste a picture of your friend.



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B. Write a few lines about your friend by filling in the blanks.

My Friend

1. My friend's name is _____.
2. He/She is a boy/girl.
3. He/She is _____ years old.
4. His/Her favourite colour is _____.
5. He/She likes to play _____.
6. He/She wants to become _____.

I love my friend.

A. Use the space given below to draw the four friends you met in Chapter 3.

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A. Draw pictures using the four friends mentioned in Chapter 3. You can use the pictures given below for ideas.

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Fun with Words

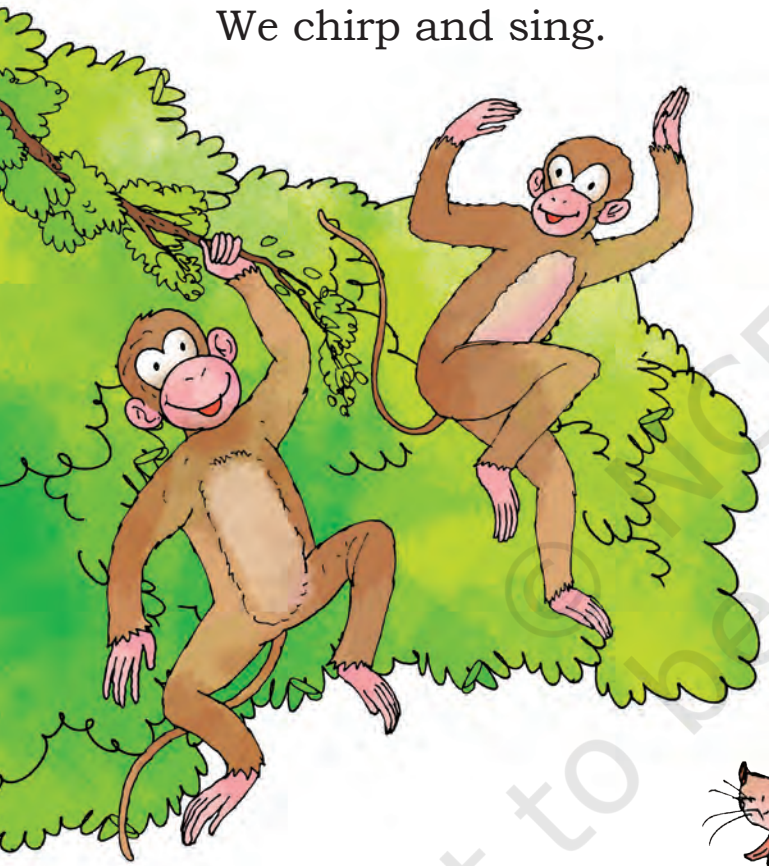
What do You do?

Who are you?

And what do you do?

We are birds.

We chirp and sing.

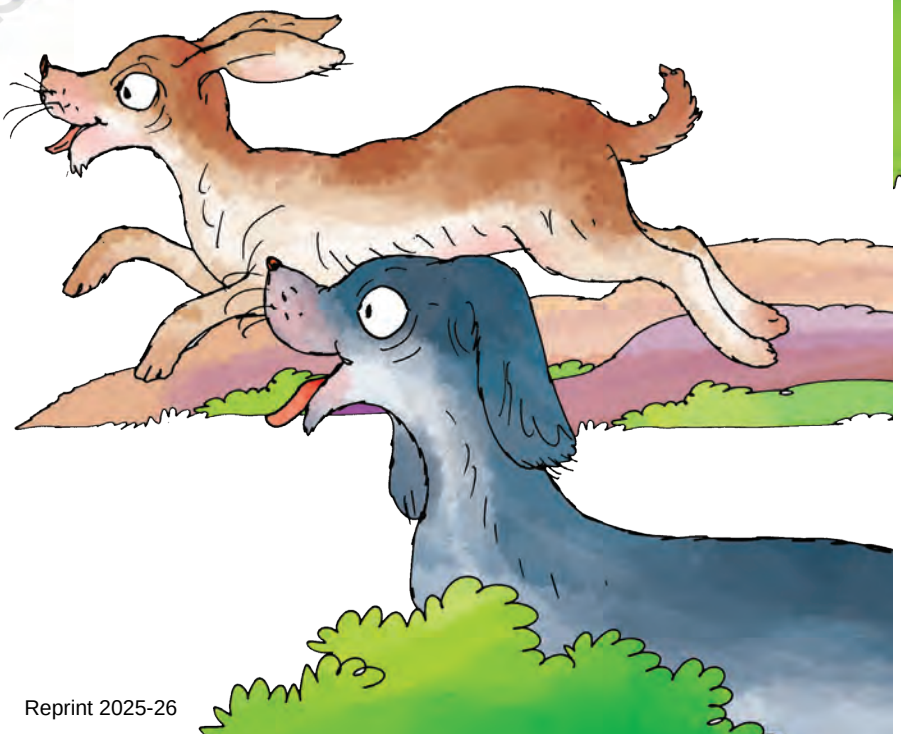


Who are you?

And what do you do?

We are monkeys.

We jump and swing.



Who are you?

And what do you do?

We are dogs.

We run and bark.

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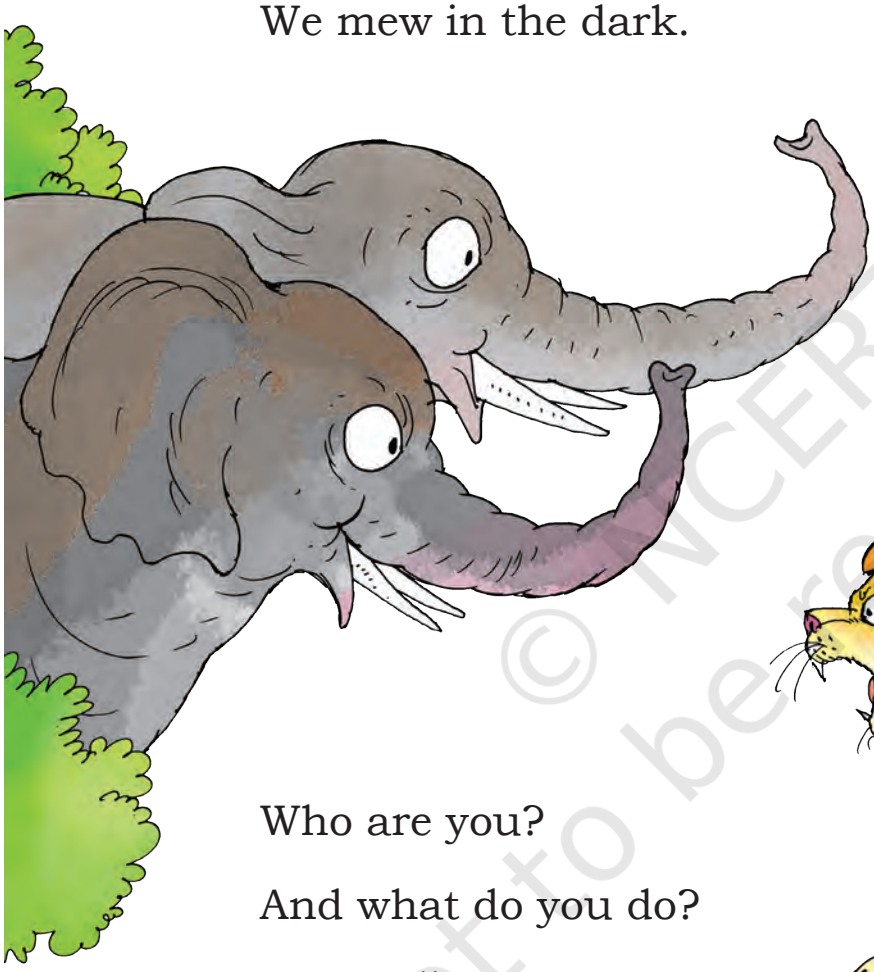
Who are you?

And what do you do?

We are cats.

We mew in the dark.

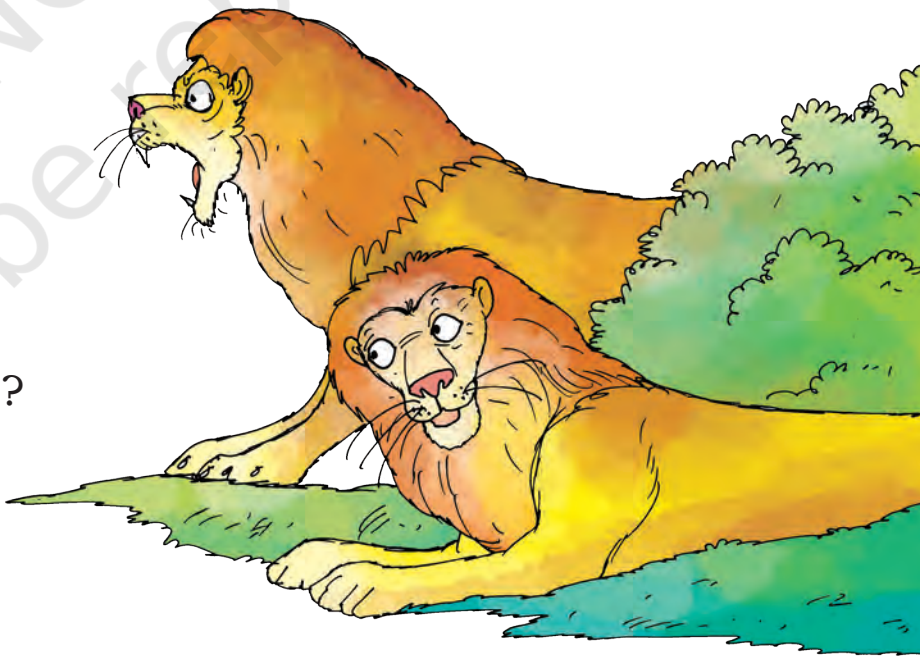


Who are you?

And what do you do?

We are elephants.

We raise our trunks.



Who are you?

And what do you do?

We are lions.

We roar and hunt.

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Note to the teacher
Draw attention to the action words mentioned in the rhyme.

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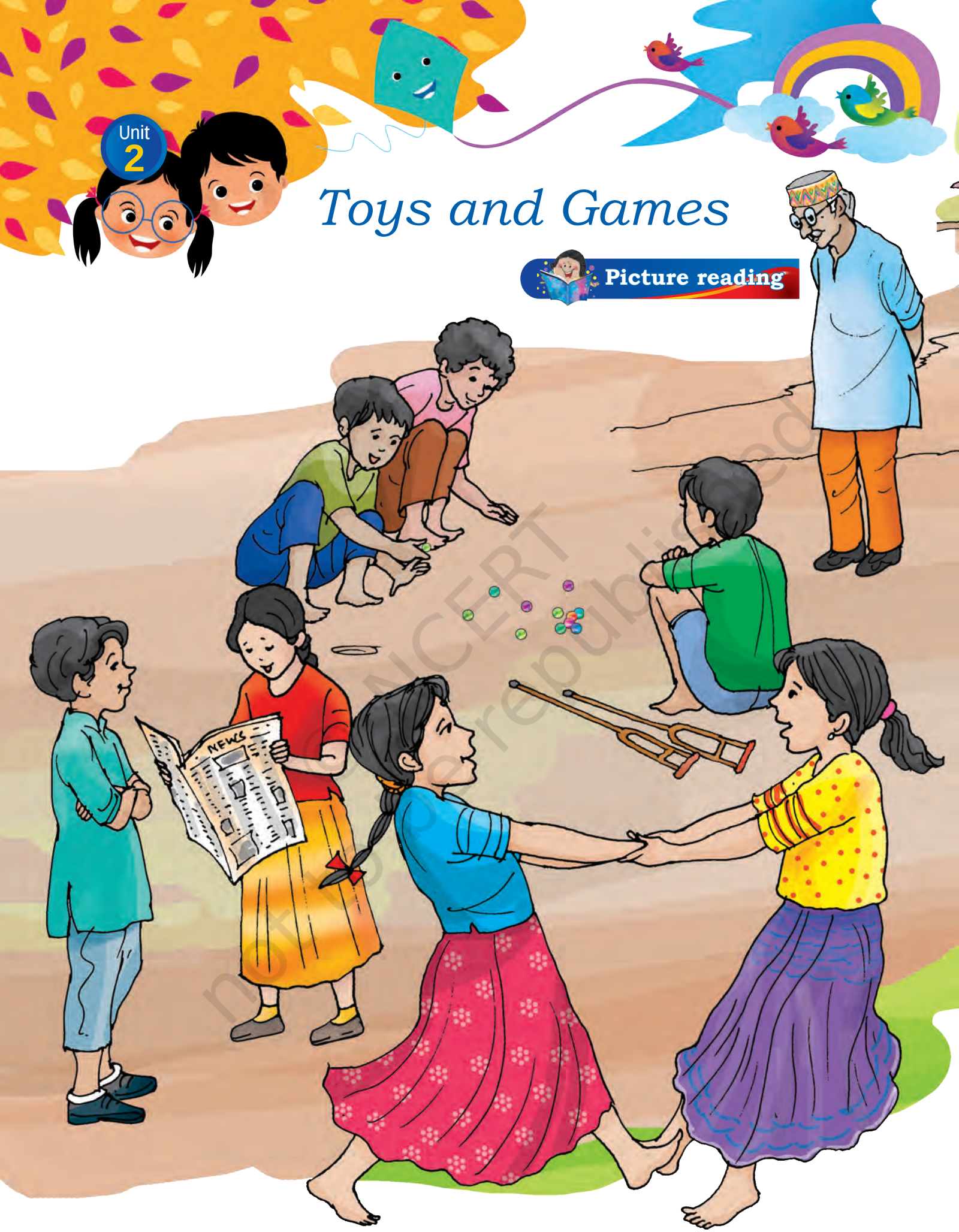
Unit 2

Toys and Games

Picture reading



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Look at the picture and answer.

1. Count how many there are and write in the blanks:

   children _____, girls _____, boys _____, women _____ and animals _____

2. What games are the children playing?

3. Children are playing in the open space in front of their houses. Where do you usually play?

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4. Some children are not playing games. What are they doing?

5. There are some women in the picture. What are they doing?

6. Who is reading the newspaper?

7. What are the children playing with?

8. What is the old man doing?

9. What is your favourite game?

10. If you were in the picture, which game would you play?

A. Point out the following in the picture.

1. The boys are playing with marbles.

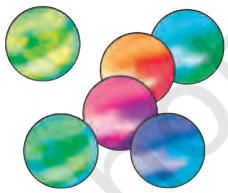
2. A girl is playing hopscotch.

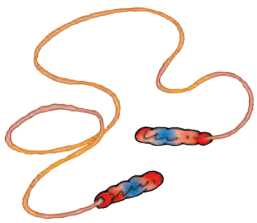
3. A boy and a girl are spinning tops.

4. A boy is blindfolded.

5. A boy is holding a kite.

B. Identify the playthings used to play. Write their names below.





Note to the teacher

Encourage learners to write the names in their mother tongue along with English.

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Chapter 4. Out in the Garden

0332CH04

Let us recite

Out in the garden,
Each fine day.
With my ball,
I like to play.

I bounce my ball,
I throw my ball.
I catch my ball,
On each fine day.

Out in the garden,
Each fine day.
With my kite,
I like to play.

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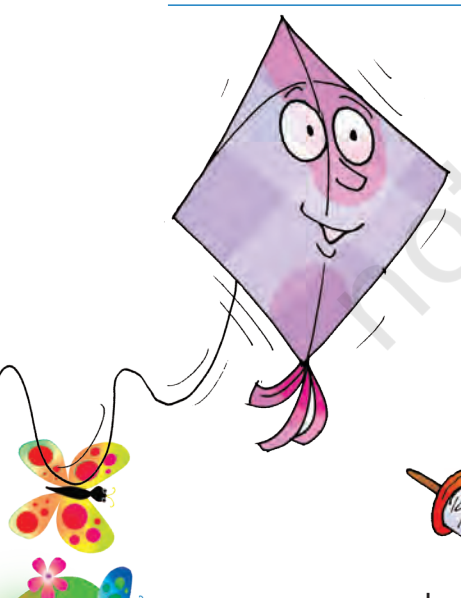
I tug my kite,
I pull my kite.
I fly my kite,
On each fine day.

Out in the garden,
Each fine day.
With my friends,
I like to play.

We run and skip,
We jump and sway.
We slide and swing,
On each fine day.

New words

bounce throw
slide sway



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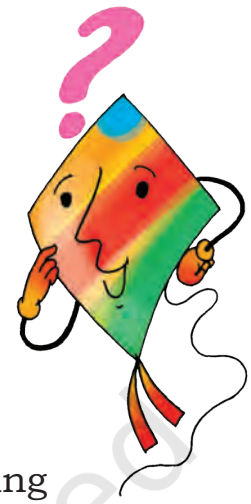
Let us think

A. Answer the following.

1. What are the children doing with the ball?
2. How are children playing with the kite?
3. Where are the children playing?



B. Think and answer.

1. Where do you play?
2. What games do you play outside?
3. What happens if we are not careful while playing outside?

Let us speak

Look at some more games. Do you know them? Have you played them? What do you call them in your mother tongue?

Talk about what you know.

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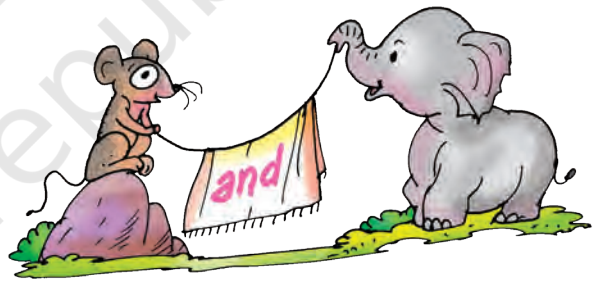
Let us learn

In the poem, we find —

run **and** skip

jump **and** sway

slide **and** swing



Here we use '**and**' to link two words.

Combine these words using '**and**' and write them in the blanks. One has been done for you.

1. give, take — give and take
2. sing, dance _____
3. eat, drink _____
4. catch, throw _____
5. run, catch _____

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Can you think of two more word pairs? Write them here.

Let us do

Paper Bag Puppet

Materials required

Paper bags, a pencil, colour pencils or sketch pens, woollen threads and gum.

Process

1. Take a used paper bag with a base.

2. Fold the base upward.

3. Hold it upside down with the handle downwards.

4. Draw the upper lip on the line of the flap of the base.

5. Draw the lower lip right below the upper lip.

6. Then draw the face and colour it. Decorate it.

7. Slide your hand into the bag.

8. Bend your fingers inside the bag.

9. Now, you can make your puppet talk.

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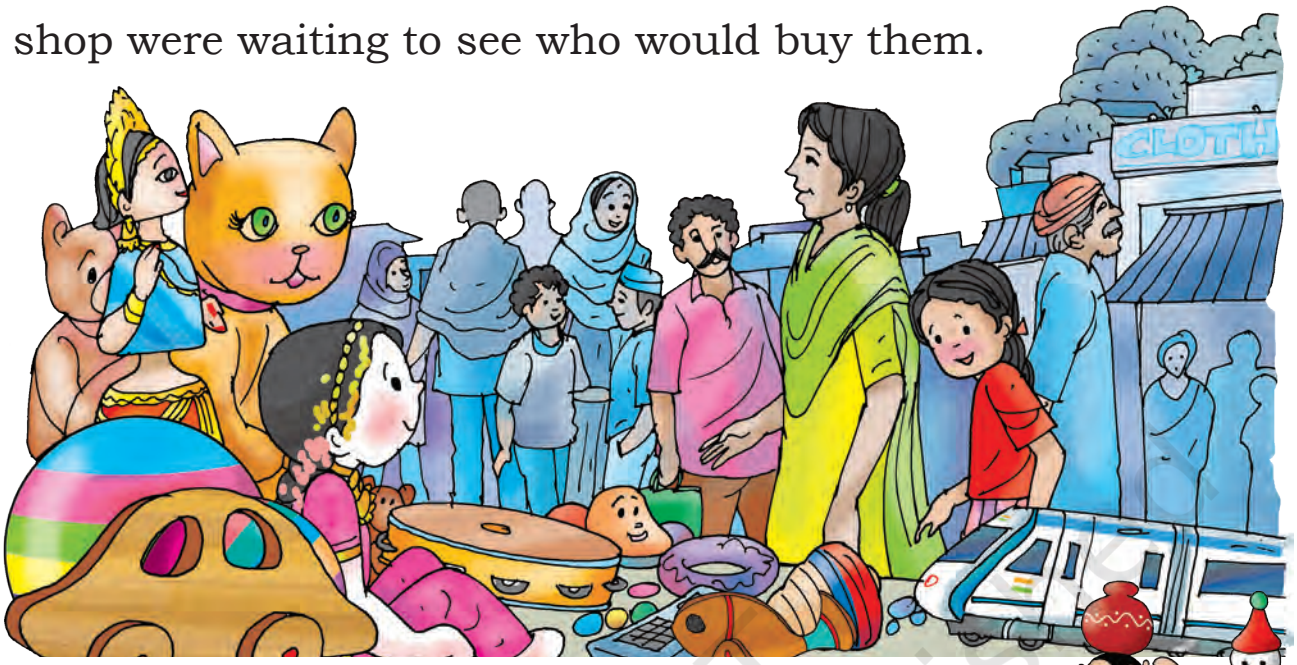
Chapter 5. Talking Toys

0332CH05

Let us read

It was a holiday. The local market was full of people. The toy shop opened at 9 a.m. There were many toys like wooden toys, soft toys, board games, bats and

balls and many others. All the toys in the toy shop were waiting to see who would buy them.



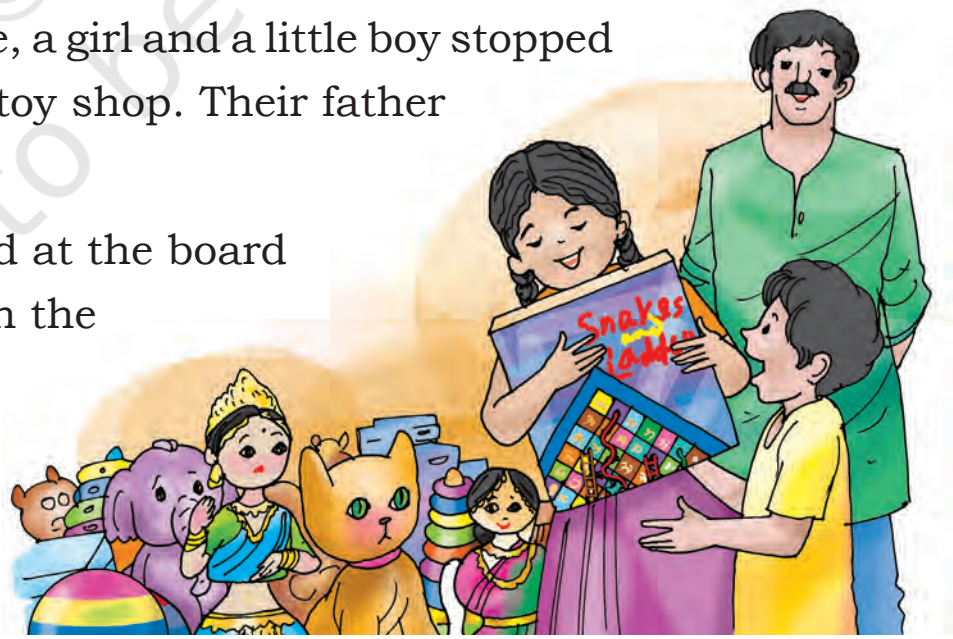
"Look there," shouted the toy kitten. They saw two girls coming towards the shop.

But they passed by just looking at the toys through the windows.

"Oh, no!" exclaimed all the toys at once.

After some time, a girl and a little boy stopped at the door of the toy shop. Their father stopped too.

The girl pointed at the board games displayed in the shop. Finally, she chose the game 'Snakes and Ladders'.



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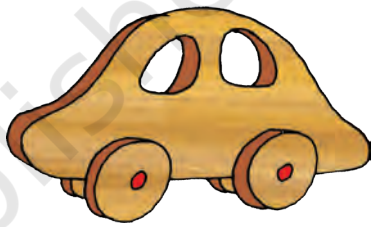
"Ohhhh", sighed the toys together.

Next, they saw a woman and her son coming in. There was excitement in the shop among the toys.



A talking doll said, "It would be so nice if they pick me up."

"I would be happy if they chose me," thought the toy elephant.

"Namaste! How may I help you?" asked the toy shopkeeper.

"Namaste! I want to buy a toy for my son," said the woman looking at the toys in the racks.

"Aayi! I want that Vande Bharat train," said the little boy pointing to the toy train.

What do you call your mother?

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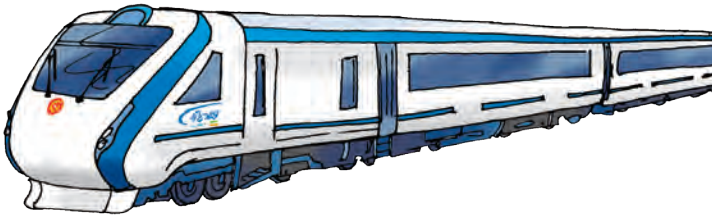
Aayi bought the Vande Bharat toy train. The little boy was happy.



Then two girls came in.

The toys looked at them eagerly.

"Zooooooooooooom! Friends! I think they would like to fly me," said the aeroplane confidently.

"Trin ... Trin ...! I think they may like to play with me," thought the toy phone.

One girl bought marbles and the other bought the toy aeroplane.

After a while, a group of children came into the toy shop.

"Wow! I like this toy elephant," said the girl with long hair.

"I will take this spinning top," said the boy with the red cap.

"I like these cute dancing dolls," said the boy in the blue shirt.

The children bought the toys. They left the shop cheerfully.

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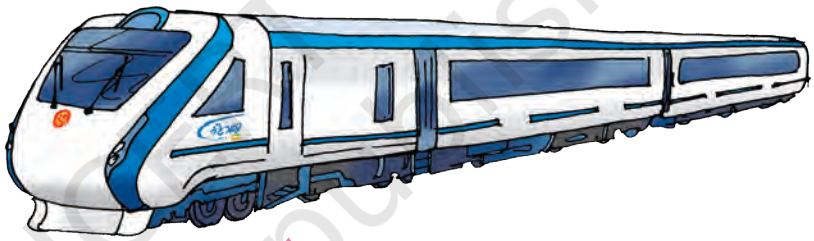
New words

displayed excitement eagerly

Picture Glossary

Chennapatna Toys

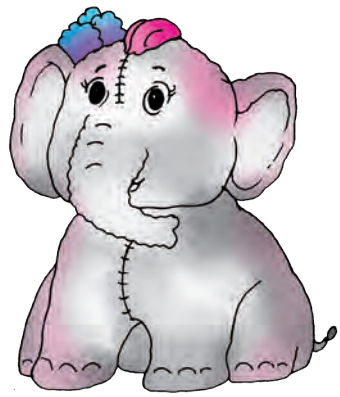
Doll



Vande Bharat Train

Kondapalli dancing dolls

Soft toy elephant



Note to the teacher

Show children the *e-Jaadui Pitara* developed by the NCERT.

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Let us think

A. Answer the following.

1. Name the toys in the toy shop.

_____ _____

_____ _____

_____ _____

_____ _____

2. What toy did the little boy request his mother to buy him?

_____

_____

B. Think and answer.

1. Talk in pairs. How do you feel when someone buys or gives a toy to you?
2. Have you seen the 'Jaadui Pitara'?

Let us learn

A. Read these words.

happy boy	pretty doll	blue frock	red cap

The words boy, doll, frock and cap are **naming words**.

The word happy tells us **more about the naming word** 'boy'.

The words red, talking and blue tell us more about the naming words beside them.

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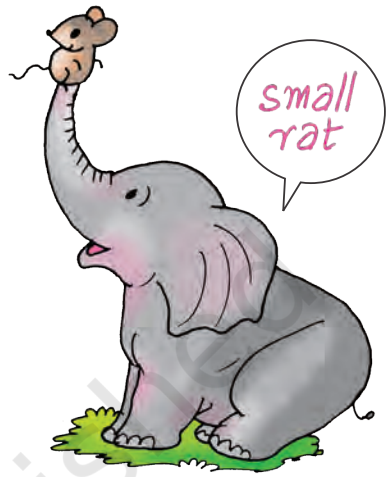
Add a word from the help box to the given naming words. You may use the same word more than once. One has been done for you.

Help Box

brown, clean, cold, white, cotton, large



yellow mango

_____ food

_____ *kurta*

_____ water

_____ paper

_____ tree

Now try writing more such words.

_____ _____ _____ _____

B. Look at these words.

toy	toys
boy	boys

You have learnt that we add 's' for more than one thing. These are called plural words.

Write the plural of the given word by adding 's'.

cat _____

cup _____

doll _____

shop _____

train _____

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For some words we add –es to make a plural word.

Write the plural of the given word by adding '**es**'.

box boxes

class _____

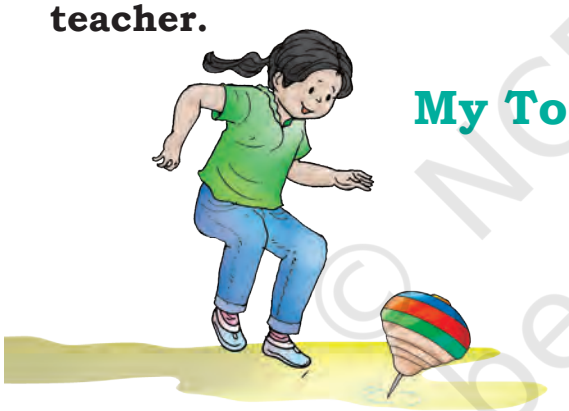
bus _____

pouch _____

brush _____

mango _____

A. Listen to your teacher. Your teacher will recite a poem about a top. Then, you repeat along with your teacher.



My Top

Red and green,

Yellow and brown,

My top goes round and round.

I play with it every day

Seeing it go round and round,

Along with it, I jump around.

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B. Look at the box given. Circle the names of colours used in the poem.

red	pink	green	blue
yellow	white	brown	purple

Let us write

A. Look at the pictures.

These pictures tell us how a mother bird made a kite for her baby bird.

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Use the following clues to complete the given sentences.

little chick – kite – onion peel – thread from spider web – gum from a tree – leaf blade from the palm tree

Making a Kite

A baby bird wanted to fly a kite.

The mother bird brought _____ from onions.

Then, she _____.

Next, the mother bird _____.

Finally, _____.

B. Draw a bird using the letter 'B' as shown in the picture.

You may follow the instructions:

1. Write the capital letter 'B'.
2. Draw a sleeping **v** (>) as shown in the picture.
3. Now draw a circle in the upper loop of B and put a ' . ' in it.
4. Now draw a **w** in the lower loop of B.
5. Next draw a tail as shown in the picture.
6. Lastly, draw feet and a small branch for the bird to sit on.
7. Now, colour the bird!

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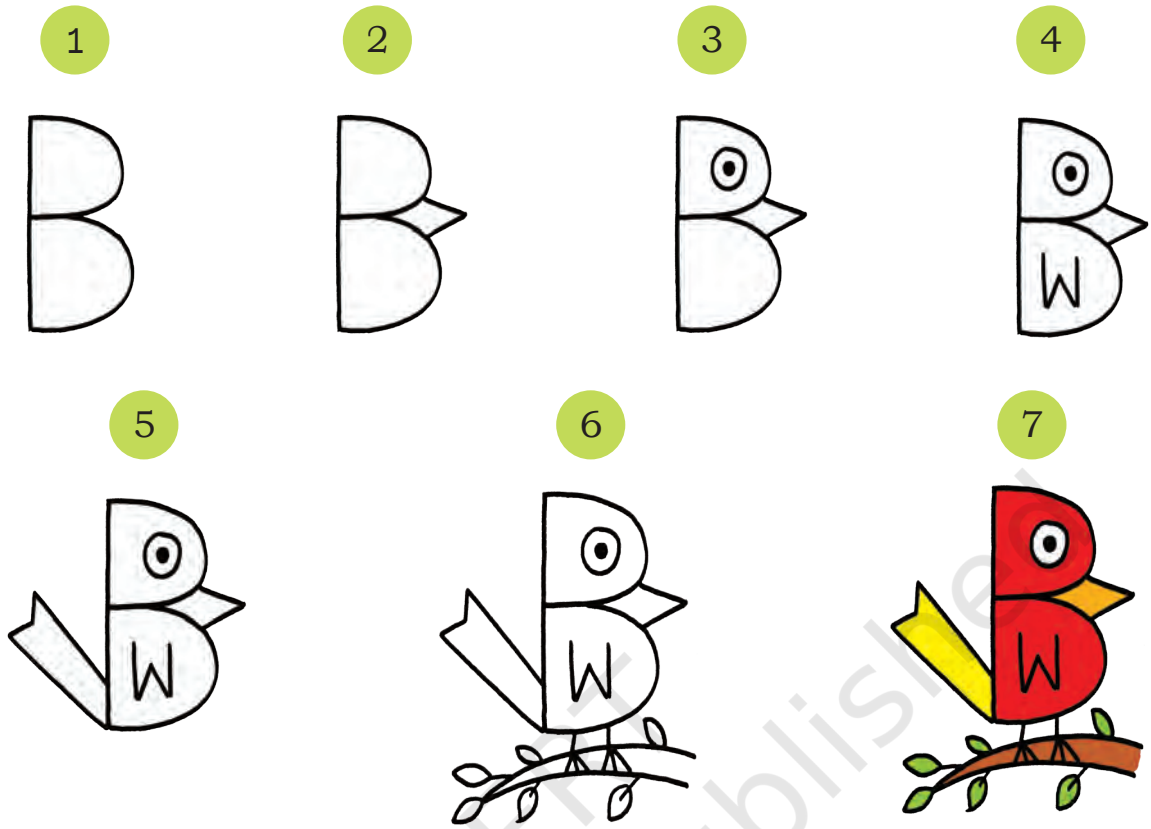

C. Now, draw a picture like this one using any other letter of the alphabet.

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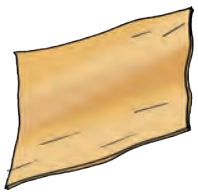
Let us do

Let's make jute or cardboard puppets.

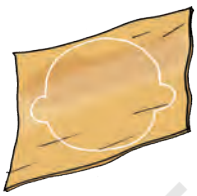
Material required

Jute sheets or cardboard sheets, acrylic or watercolours, pencil, woollen thread and glue.

Steps

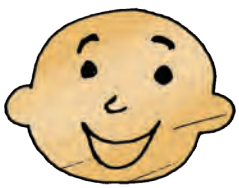


1. Take a jute sheet or a cardboard sheet.



2. Draw or trace a human face.

3. Cut the outline of the face.



4. Draw outlines of eyes, nose, mouth, etc.

5. Colour the parts of the face.

6. Use woolen thread for attaching hair.

7. Attach a handle with a piece of jute or cardboard on the back.

8. Your puppet is ready.

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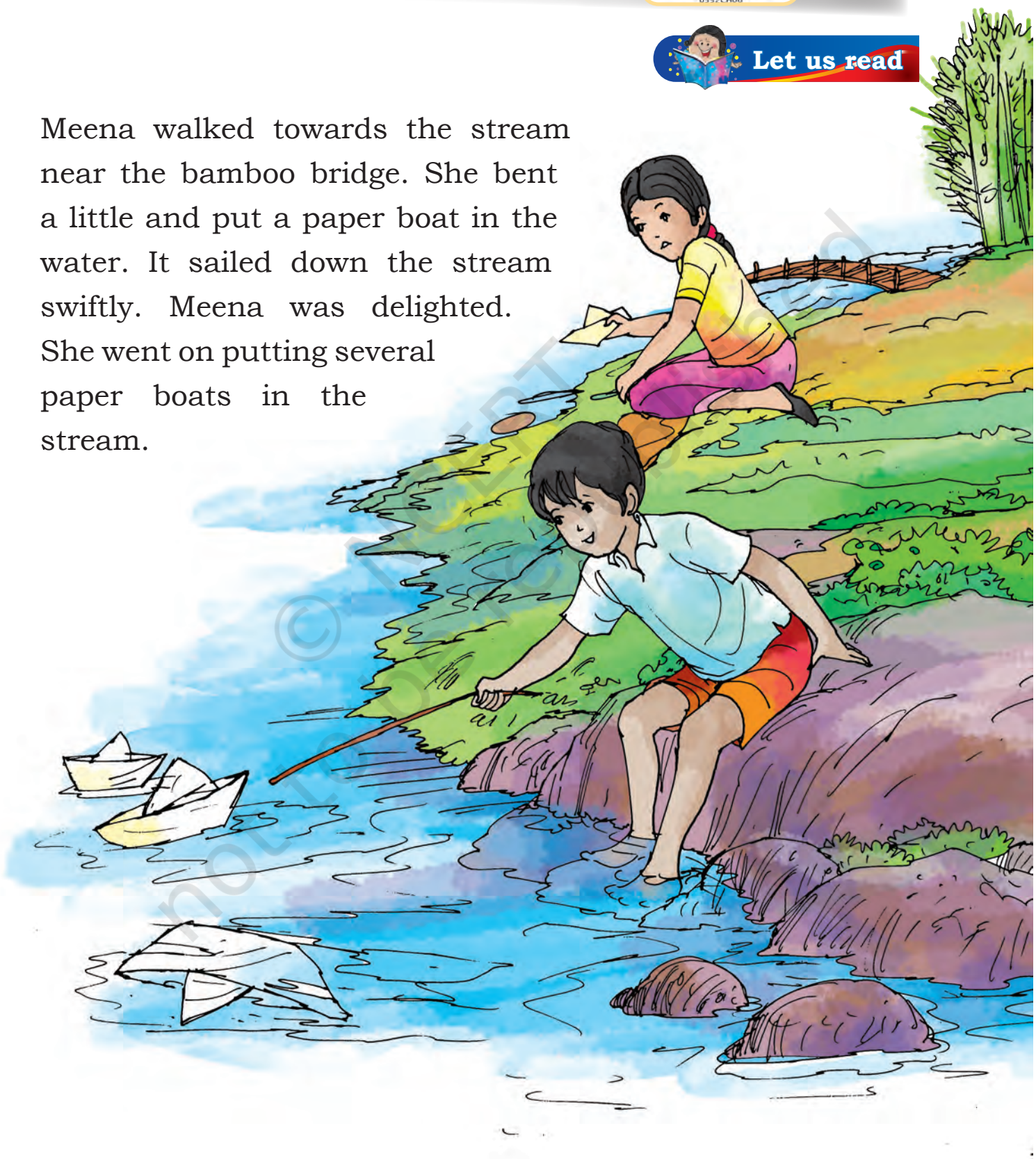
Chapter 6. Paper Boats

0332CH06

Let us read

Meena walked towards the stream near the bamboo bridge. She bent a little and put a paper boat in the water. It sailed down the stream swiftly. Meena was delighted. She went on putting several paper boats in the stream.



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As the boats floated down the stream, she saw a naughty boy pushing the boats into the water. Meena stared at the boy angrily. He did not care for Meena's angry face. She shouted "Stop!" But the boy did not stop.

"Why are you overturning the paper boats?" Meena asked angrily.

"Because it is fun," replied the boy.

"It may be fun for you, but those are my paper boats" said Meena. "So, you just stop overturning my boats."

The boy thought for a minute and said, "I will not do it again, but I also want to play. Can you help me?"

Meena said, "I have enough paper. You can make boats for yourself."

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The boy answered, “I don’t know how to fold the paper to make boats.”

Meena said, “That’s easy, I will help you.” She showed him how to make the boats.

Meena took out coloured paper of different sizes. She showed the boy how to fold and re-fold the paper to make a boat. The boy watched carefully. Then he took a piece of paper and started to make a paper boat. Soon a few boats were ready.

Meena gently put her boats in the stream. The boy put his boats in the stream too. The boats sailed down the stream. Both enjoyed watching the boats.

New words

delighted several overturning stream watched

A. Answer the following.

1. What was Meena playing with?

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2. Meena was angry. Why?

3. How did Meena help the boy?

B. Think and answer.

1. Meena made paper boats. What else can you make with paper? Discuss in small groups.
2. What games do you play with your friends? Which one do you like the most? Why?

C. Say whether True or False.

1. The boy thought it was fun to overturn paper boats.
2. Meena ran home to complain about the boy.
3. The boy did not know how to make paper boats.
4. Meena had only white paper.

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Let us speak

Look at the pictures.

Tell the story of 'Manish saves the ant' to the class.

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Note to the teacher

- Give a help box according to the level of learners.
- Provide support to the learners as and when needed.

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Read the following sentences. Observe the underlined words.

Example 1

- Meena walked towards the stream near the bamboo bridge.
- She bent a little and launched a paper boat.

In the second sentence, '**she**' is used instead of Meena.

Example 2

- The boy jumped into the stream and pulled the boat out.
- He gave it to Meena

In the second sentence, '**he**' is used instead of the word 'boy'.

A. Fill in the blanks using 'he' or 'she'.

1. Rani likes playing outside.

   _____ likes flying kites.

2. Sahil has a top.

   _____ plays with it every day.

3. Durga is five years old.

   _____ is going to school.

4. Ranjit goes to school, regularly.

   _____ likes reading stories.

Note to the teacher

- Draw learners' attention to the use of 'he' and 'she' in the texts covered in Units 1 and 2.
- Encourage students to create and share sentences using 'he' and 'she'.

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B. Look at the picture.

Write where each thing is. Choose the correct word from the brackets.

1. The bat is _____ (on/under) the bed.
2. The bag is _____ (in/on) the chair.
3. The ball is _____ (in/under) the box.
4. The car is _____ (in/under) the table.
5. The books are _____ (in/on) the shelves.

Note to the teacher
Reinforce the concept of preposition by adding examples from the learners' milieu.

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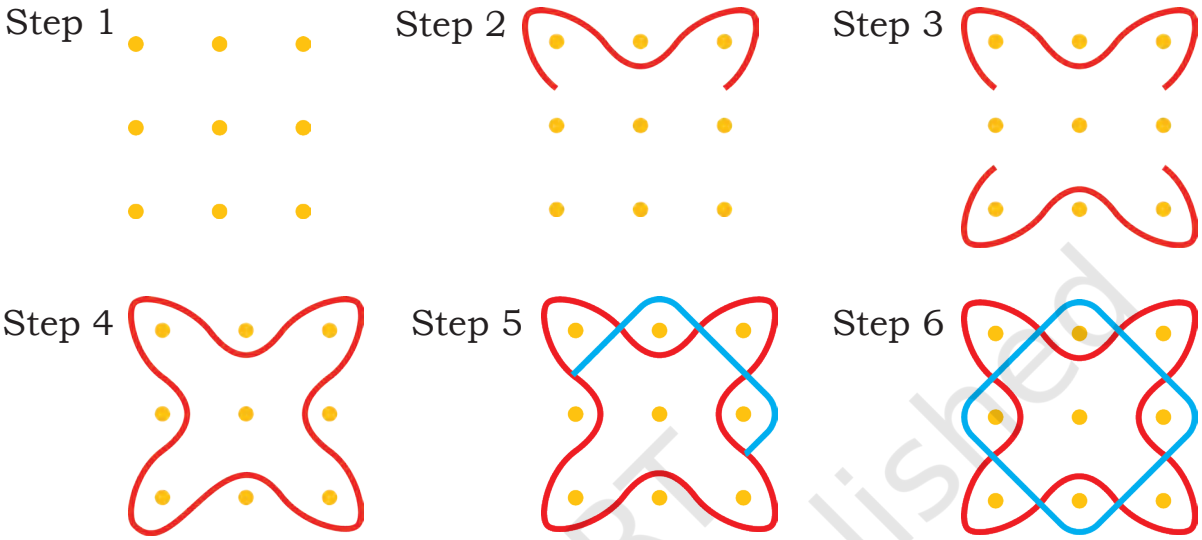
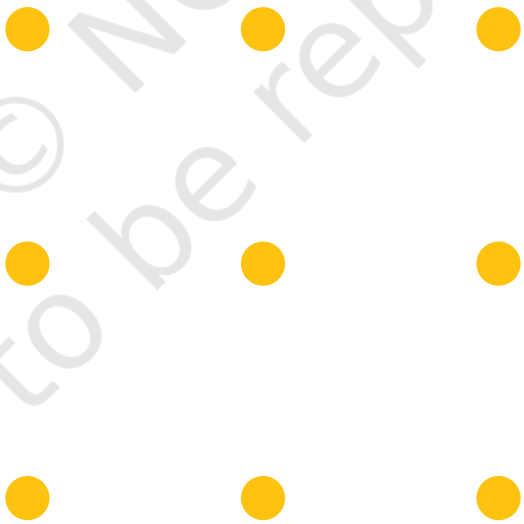
Let us do

A. Follow the steps to draw a rangoli.





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Note to the teacher
Help students recall the rangoli activity given on the page 26 of *Mridang*, Class 2.

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Let us write

A. Write a few lines about the picture using the following clues.

park	children	playing	see-saw
swings	slide	enjoying	happy

Note to the teacher
Encourage learners to share their sentences in the class.

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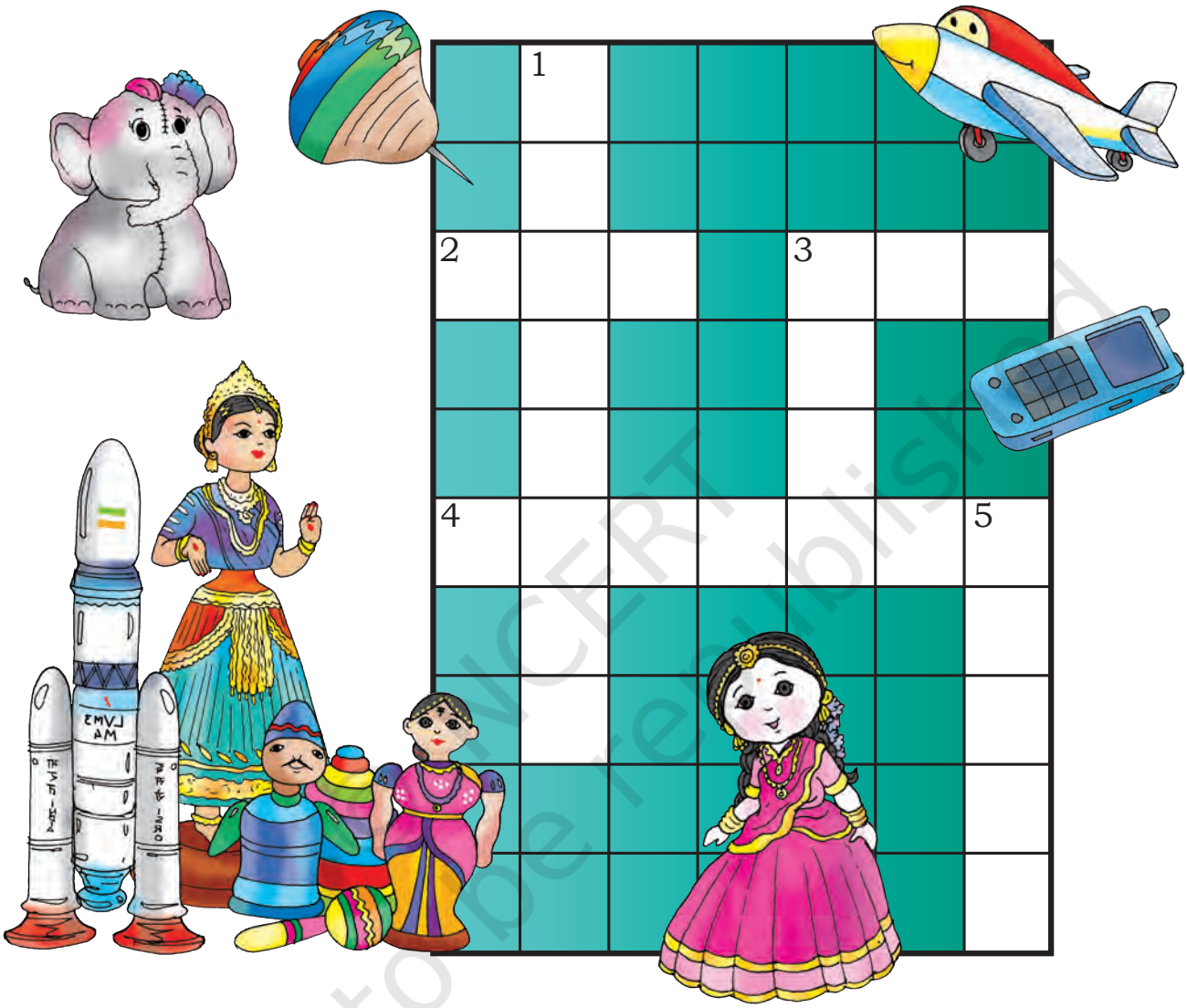
B. Solve the crossword puzzle.

Hint: All the answers are related to toys and games.



Across

2. A round object that spins on a needle
3. An object used to hit a ball
4. A round glass ball used for playing

Down

1. A game played using a ball and your foot
3. A round object used to play
5. A seat tied by ropes and which moves front and back

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Let us explore

A. Talk to your elders at home. Find out what games they played when they were young. Learn a game from them and share with your friends preferably in small groups.

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SELF ASSESSMENT

1. I can recite the poems

- in a group. ☐
- in pairs. ☐
- by repeating after my teacher. ☐
- by myself. ☐

2. I can read the stories

- by myself. ☐
- with my classmates. ☐
- with the help of my teacher. ☐

3. I can write

- by copying from the book or the board. ☐
- as my teacher speaks. ☐
- with the help of my classmates. ☐
- by myself. ☐

4. I can tell the stories that I have read or listened

- by myself (without any help). ☐
- with the help of the teacher. ☐
- by using the book. ☐

5. I was able to do

- all the exercise questions. ☐
- most of the exercise questions. ☐
- a few exercise questions. ☐

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Note to the teacher
The assessment sheet can be filled by the student under the guidance of parents and teachers.

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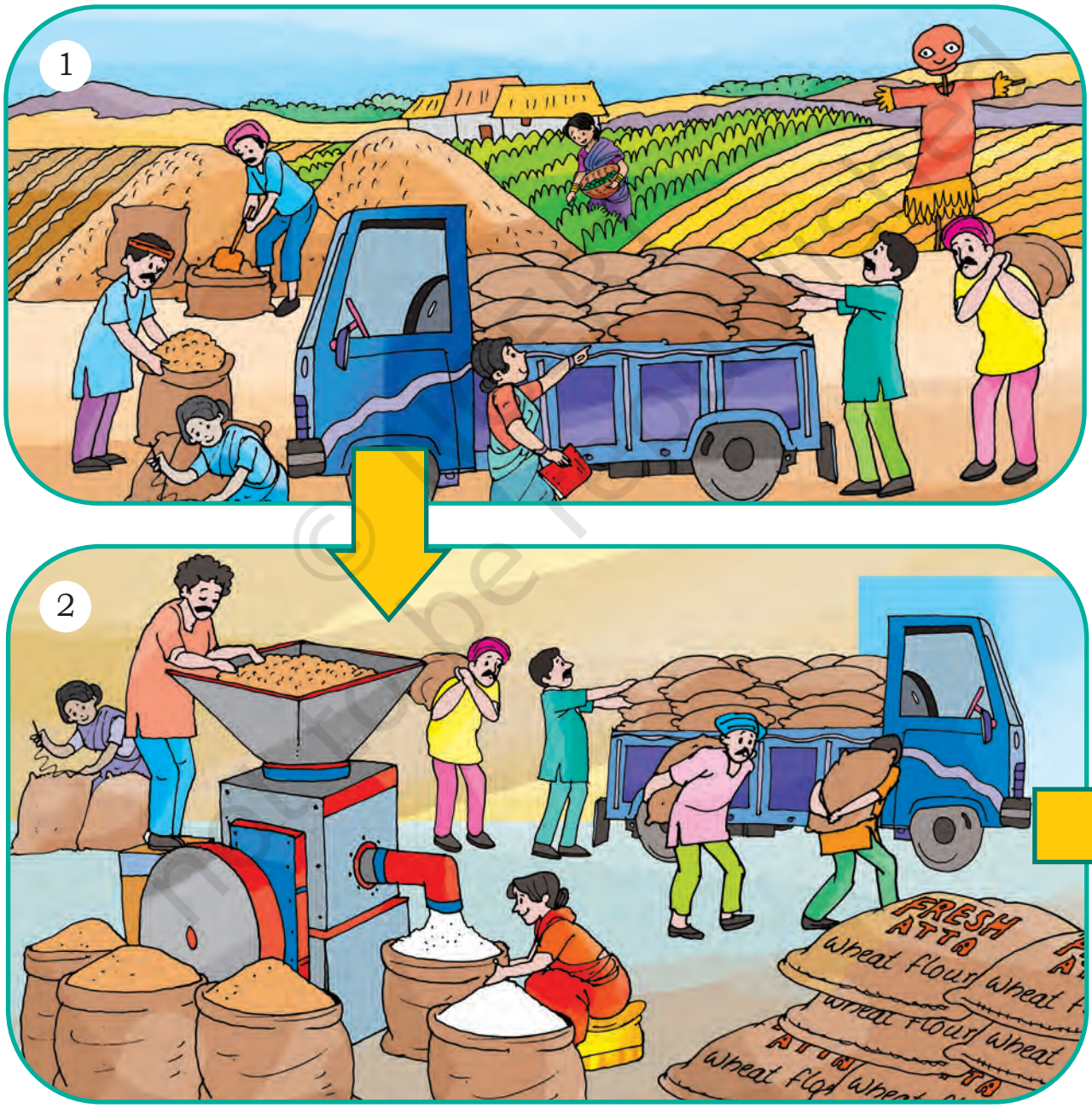
Unit 3

Good Food

Picture reading



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Look at the pictures and answer.

1. What can you see in Picture 1?
2. Look at Picture 2. What is the man doing with the wheat?
3. Look at Picture 4. Who are they? What are they doing?
4. What is the girl doing in the last picture?
5. What do you have along with chapatti?
6. Have you seen a field? What was growing there? Speak about it.

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Chapter 7. The Big Laddoo

0332CH07

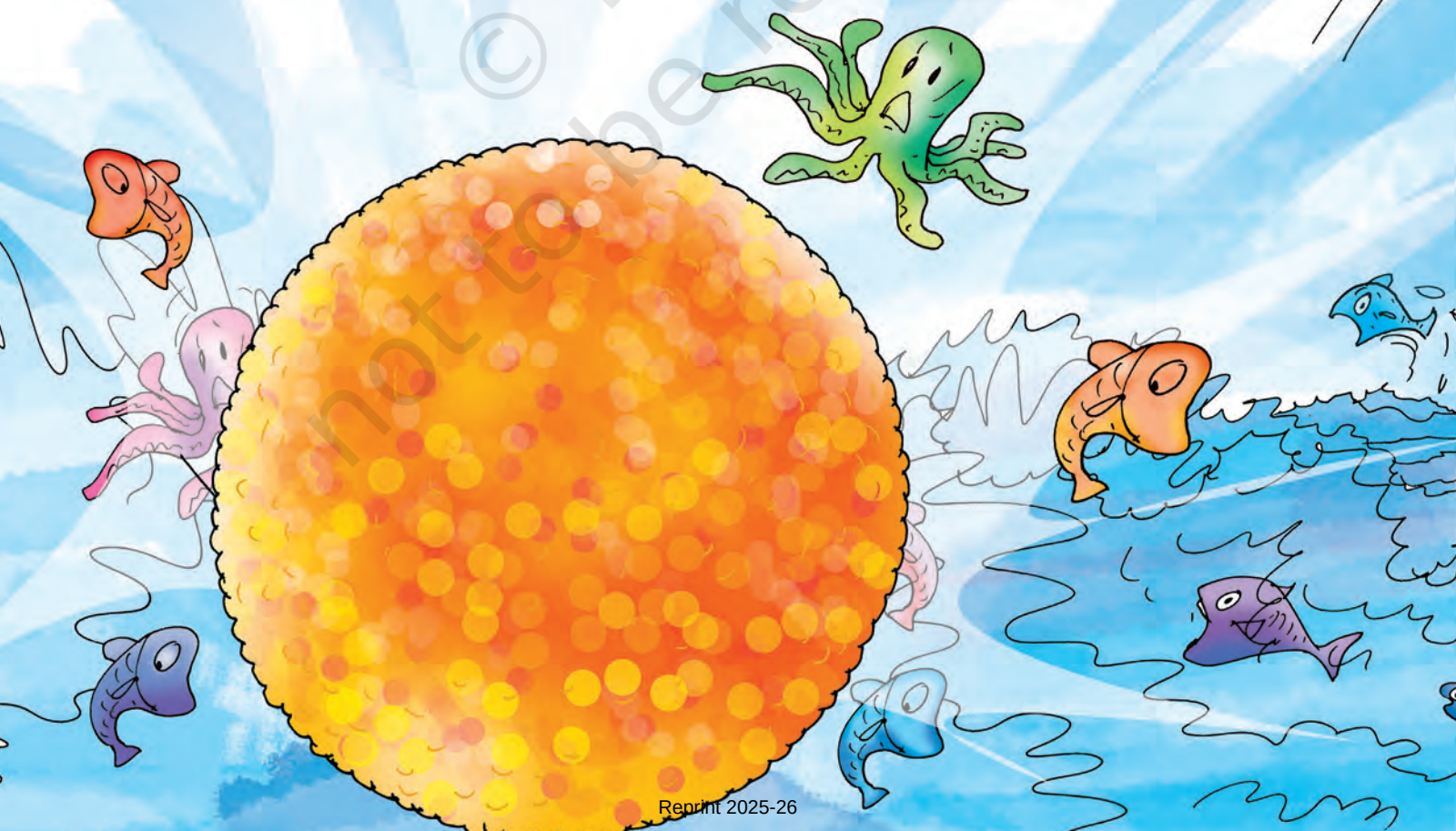
Let us recite

If all the laddoos were one Laddoo
Oh! What a BIG Laddoo it would be!

If all the children were one child
Oh! What a BIG child that would be!

If all the seas were one sea
Oh! What a BIG sea it would be!

Then if the BIG child
picked the BIG Laddoo



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And threw it into the BIG sea

Oh! What a BIG SPLISH-SPLASH it would be!

New words

sea splish-splash

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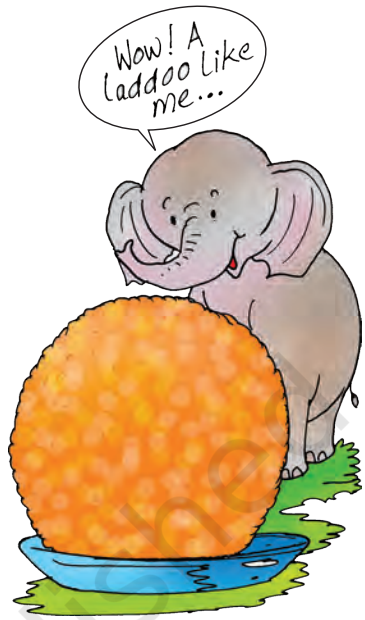
Let us think



1. Have you seen a big laddoo? How big was it? Did you eat it all by yourself? Tell your friends about it.
2. Have you eaten anything that is very big? What was it? Talk about it.
3. What different kinds of laddoos have you eaten?
4. Name a few things that are round in shape. Can you eat all of them? Write them in the correct column.

That can be eaten	That cannot be eaten

5. The child threw the Big Laddoo into the sea. What do you think happened to the Laddoo?

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Let us speak

Jithu and Meena are friends. Meena cannot see properly. It was her birthday. Jithu gifted her a box of mixed sweets. She felt the sweets and excitedly picked up the big laddoo. She said, "I love laddoos!" Jithu was surprised and asked her, "How did you know it was a laddoo?"

Think and say what Meena answered.

Let us learn

Laddoos are sweets, commonly eaten in every house.
Write words that tell us about the laddoo.

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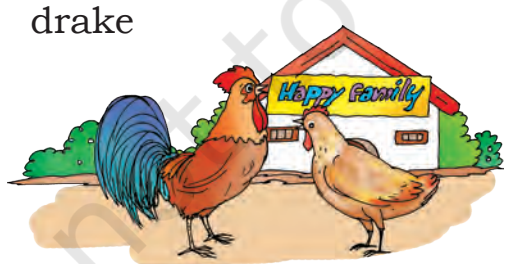
Let us write

A. Frame a few sentences using the given words.

1. play _____
2. plum _____
3. cloud _____
4. clock _____
5. blue _____
6. blanket _____

B. Match the following.

1.	cock	lioness
2.	lion	cow
3.	peacock	hen
4.	mare	duck
5.	bull	peahen
6.	drake	horse



Note to the teacher
- Draw learners' attention to the blends 'cl', 'pl' and 'bl'.
- Ask questions to draw attention to the concept used for matching the pairs.

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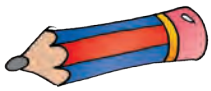
Let us explore

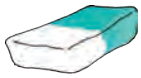
A. Look at these objects shown here. Collect and put them one by one into a tub of water. See which one will float and which one will sink. Tick the objects that float and cross the objects that sink.

a piece of paper _____

a small stone _____

a green leaf _____

a pencil _____ 

an eraser _____ 

a feather _____

a spoon _____

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Note to the teacher

Reinforce the concept of 'light' and 'heavy' by using suitable terms.

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Did you know that not only sweets but a few other dishes are also prepared especially during festivals?

Have you heard of *khichdi*? It is a popular dish. *Khichdi* is usually cooked with rice and lentils together. It is prepared during festivals and also eaten as a meal.

Festivals keep us connected with nature and culture. Every year we celebrate many festivals in our country. Festivals help us stay together. They bring happiness, joy and smiles.

Khichdi is a traditional dish prepared especially during the Sankranti festival. Different parts of India prepare *khichdi* with different variations, like adding vegetables or using different lentils.

Did you know that this festival is also known as the Harvest Festival? It is celebrated to thank the Sun God for a good harvest. It is known by different names like Sankranti, Pongal, Lohri, Bihu, Maghi Sankrant, Makara Sankranti, Sakraat and Magha Saaji across the country. Flying kites during this festival is also very popular.

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***Khichdi* is known by different names across the country.**

Gujarati khichdi, Gujarat.

Pongal, Tamil Nadu.

Bihari khichdi, Bihar.

Bajra khichdi, Rajasthan.

Kichuri, West Bengal.

Bisi bele bhat, Karnataka.

Moong khetchir, Kashmir.

Let us write

A. Which is your favourite festival? Write the names of some sweets and dishes prepared on that day.

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Chapter 8. Thank God!

0332CH08

Let us read

Once upon a time, there was a farmer who liked fruits. So, he decided to grow fruits on his land. He worked hard to grow a variety of fruits. With hard work and care, the trees grew well. He took special care to grow grapes and watermelons in a small corner of his farm.

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When the fruits were all ripe and ready to be eaten, the farmer decided to gift the best fruit to the king. Then his wife said, "This year, the best fruits on our farm are the watermelons and the grapes." The farmer thought about it and said, "Since it is a long journey to the palace, I shall take the grapes as watermelons are too heavy." So, he put bunches of grapes in a basket and walked to the king's palace.

What do you think will happen next?

The farmer reached the palace. He told the palace guard that he had brought a gift for the King. The palace guard then took him to the royal garden. The farmer saw the King playing with the princess. So, he quietly kept the basket full of grapes in front of him and sat down.

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When the King sat down to rest, the guard brought the basket of grapes to the King. The guard pointed to the farmer and told the King that the grapes were a gift from the farmer. The King saw the farmer. The King was still in a playful mood. He took a bunch of grapes from the basket. He plucked out one grape and popped it into his mouth. Then he plucked another grape and threw it playfully at the farmer.

When the grape hit the farmer's forehead, he said, "Thank God!"

The King was surprised! He threw a grape again.

The farmer again said, "Thank God! I am blessed!"

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The King asked the farmer, “Why are you thanking God when I am throwing grapes at you?”

The wise farmer replied with a smile, “O mighty King! I had grown the best grapes and watermelons on my farm. I chose the grapes to gift to you. Imagine if I had brought watermelons! Indeed, God is great!”

— *A Jataka tale*

New words

journey guard royal popped wise

Sight words

grow kept front again

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Let us think

A. Answer the following.

1. What did the farmer grow on his farm?

2. What did his wife say?

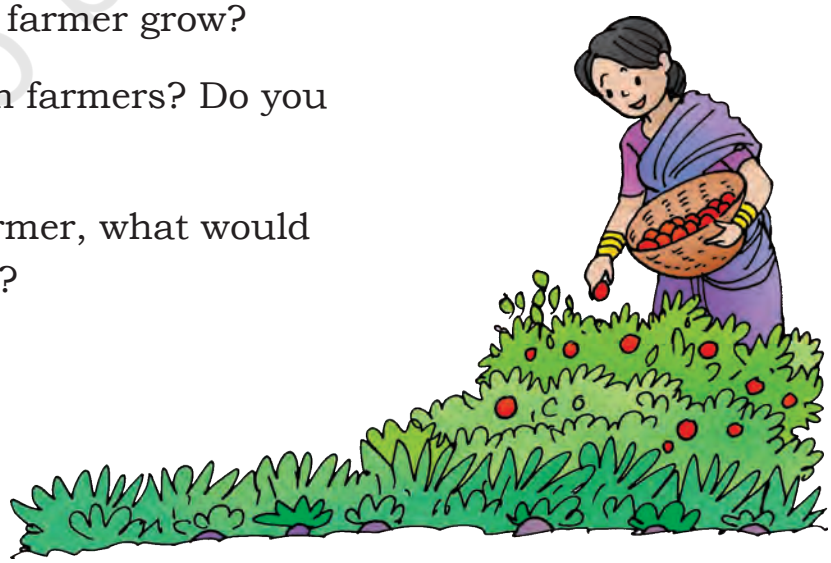
3. Why did the farmer decide to take the grapes?

4. What did the King do playfully?

5. Why did the farmer say, 'Thank God!'?

B. Think and say.

1. The farmer in the story grew fruits. What else can a farmer grow?
2. Are there women farmers? Do you know any?
3. If you meet a farmer, what would you say to them?



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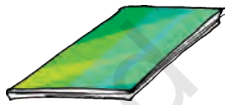
A. The farmer knew that the watermelon was heavy and the grapes were light.

The words **heavy** and **light** are **opposite** in meaning.

Write the **opposite** of the underlined word.

thick book _____ book



long journey _____ journey

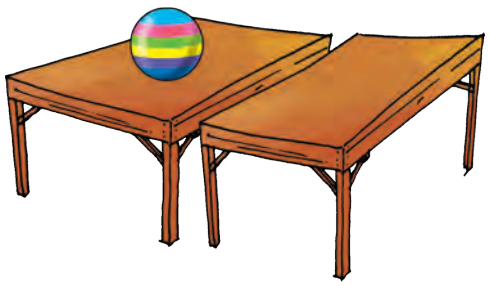
soft cotton _____ rock

slow tortoise _____ rabbit

B. Read the sentences.

The ball **is** round.

The tables **are** brown.



Note to the teacher

Include more relatable and observable examples of opposites.

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C. Fill in the blanks with 'is' or 'are'.

1. There _____ animals in the jungle.

2. The table _____ made of wood.

3. These mangoes _____ sweet.

4. Raghuram _____ a tall boy.

5. The toys _____ on the shelf.

6. The book _____ on the table.

7. The girls _____ at the shop

8. The car _____ on the road.

Note to the teacher

Recapitulate the concept of singular and plural and link it with the use of 'is' and 'are'.

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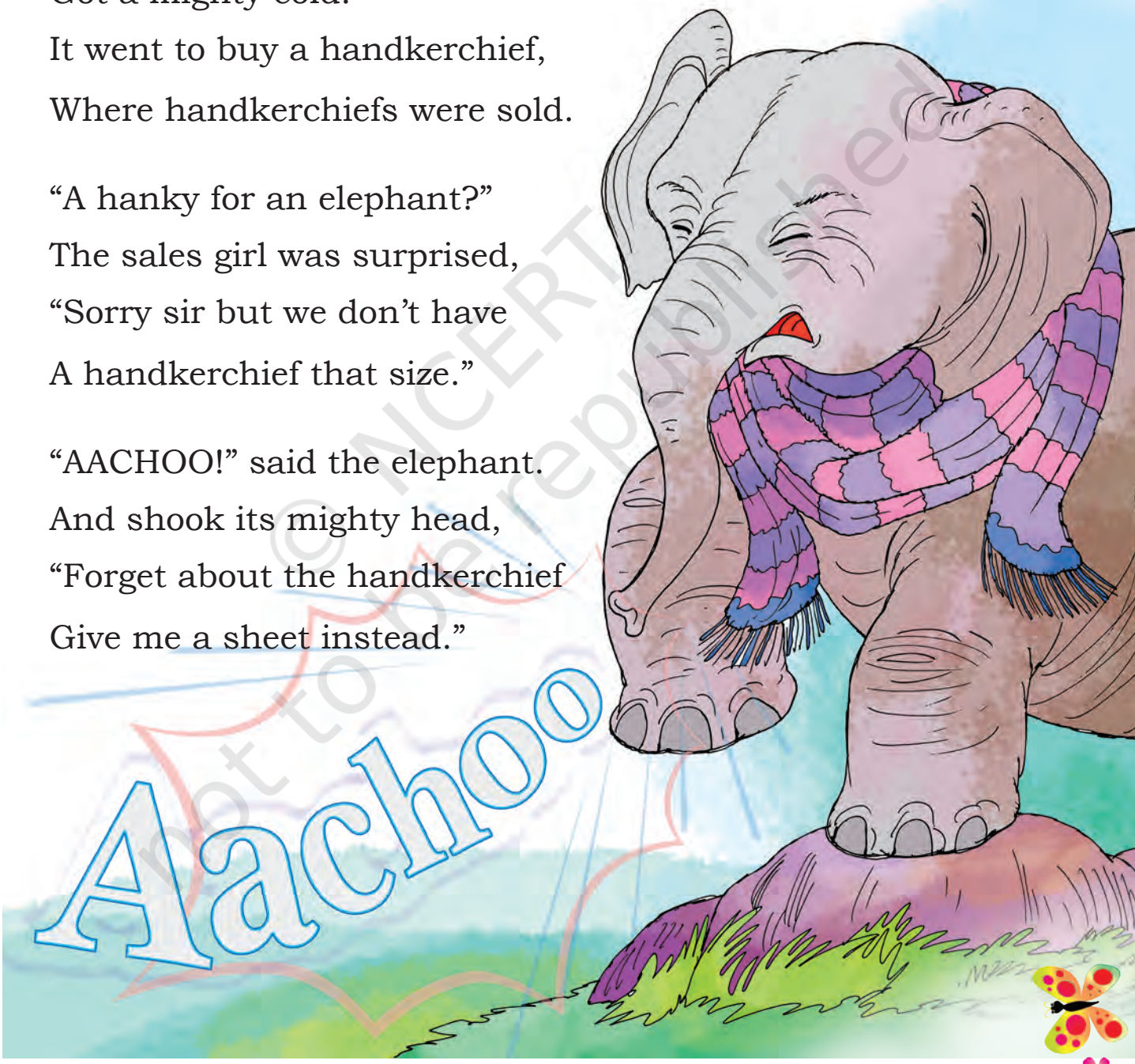
Let us listen

Aachoo!

Once a mighty elephant,
Got a mighty cold.
It went to buy a handkerchief,
Where handkerchiefs were sold.

"A hanky for an elephant?"
The sales girl was surprised,
"Sorry sir but we don't have
A handkerchief that size."

"AACHOO!" said the elephant.
And shook its mighty head,
"Forget about the handkerchief
Give me a sheet instead."



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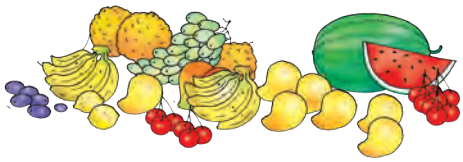
Let us speak

Imagine you are visiting the Big Elephant.
You know that the elephant has a cold.

What food items will you take with you?

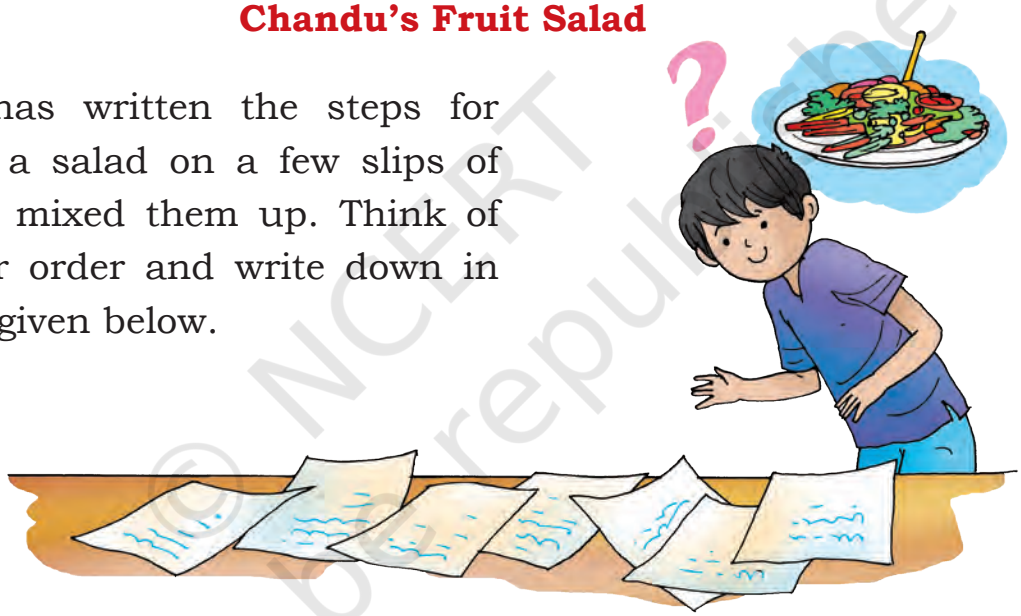
Say them aloud.



Let us write

Chandu's Fruit Salad

Chandu has written the steps for preparing a salad on a few slips of paper. He mixed them up. Think of the proper order and write down in the space given below.



( ) Next, I put in papaya cubes.

( ) Mother cuts some fruits for me.

( ) First I take some banana slices.

( ) Finally, I squeeze a lemon on it, adding a pinch of salt.

( ) Then I add the apple slices.

( ) Then I mix them all.

( ) After that I add some grapes from a bunch.

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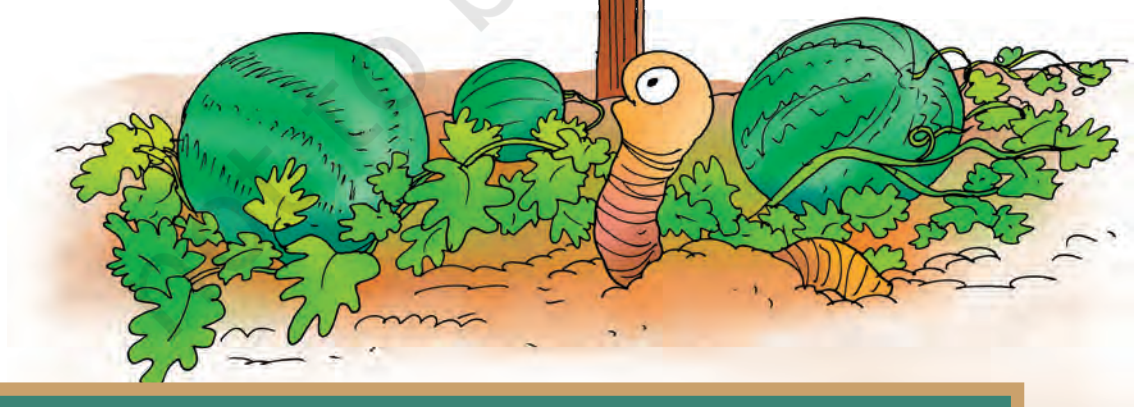
A. Find fruits in the grid given below.

S	M	F	X	C	U	D	M
P	A	P	A	Y	A	H	G
E	N	G	K	S	B	T	U
A	G	R	A	P	E	S	A
R	O	Z	D	H	Y	L	V
A	X	B	A	N	A	N	A
Z	P	E	A	C	H	O	G
P	L	U	M	H	Q	P	W

MANGO
PAPAYA
GRAPES
BANANA
GUAVA
PLUM
PEACH
PEAR



Note to the teacher
Guide students to locate the words in the grid.

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Chapter 9. Madhu's Wish

0332CH09

Let us read

Madhu loved food. He always wanted to eat different kinds of food and snacks. He was never tired of eating. Every day, at noon, he would sit under a banyan tree and eat his lunch. One day, as he was eating, an old

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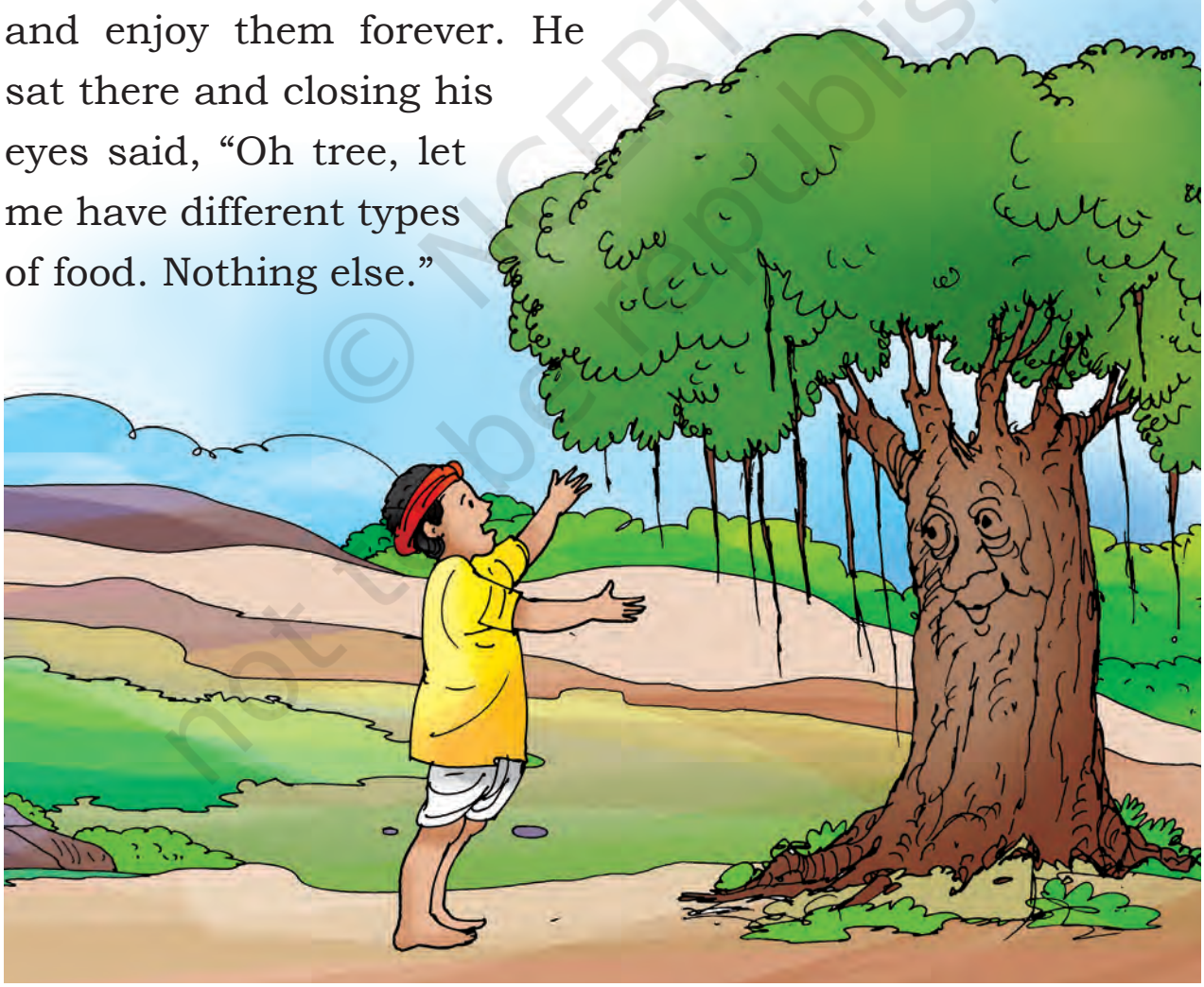
man came. Madhu felt sorry for him and shared his food with him. The old man was so happy that as he was leaving, he said, “My child, you have been so kind. In return, you can wish for anything from this tree and it will be granted.” Madhu felt very happy.

What do you think Madhu will do now?

He thought, I can ask for different types of food, and enjoy them forever. He sat there and closing his eyes said, “Oh tree, let me have different types of food. Nothing else.”



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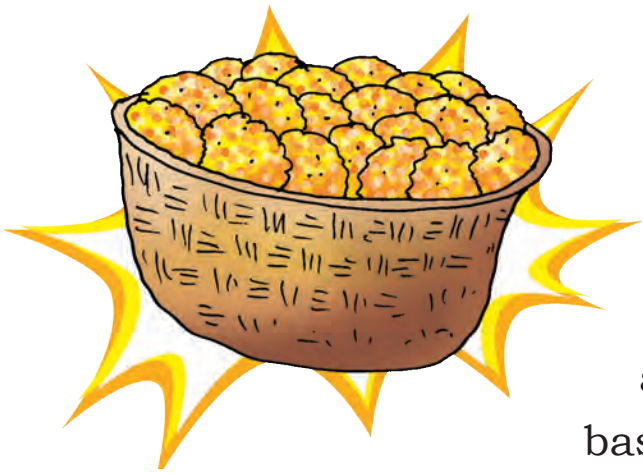
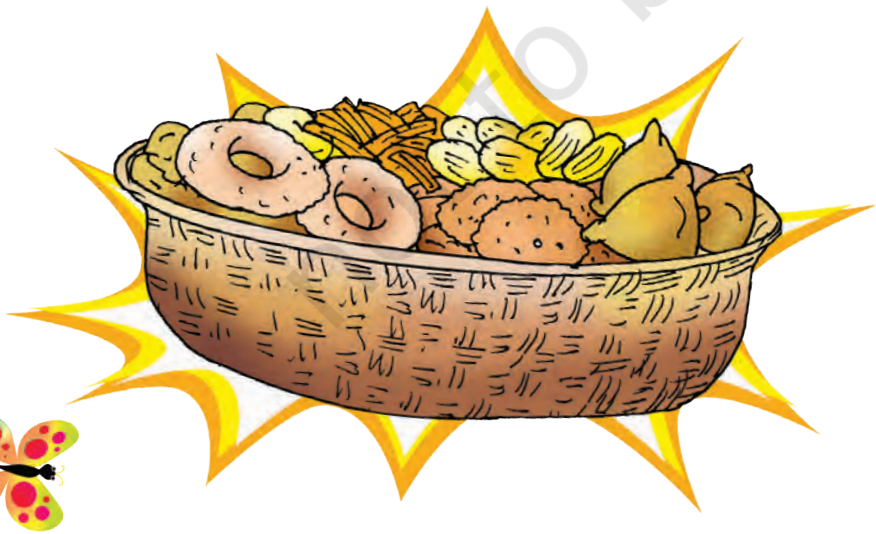


He heard a voice from the tree. “You don’t want anything else? Think it over.” Without thinking, Madhu said, “Nothing else”. First, he asked for laddoos. At once, a basket full of laddoos appeared.

What do you think will happen now?

He happily started eating it. After some time, he got bored. Then he thought of colourful fruits. Immediately, fruit in baskets appeared. He started eating them. There were grapes, mangoes, apples, bananas, jackfruit, melons, guavas, oranges and many more. Then he got bored eating only fruits. He asked for



savouries. Immediately savouries like *matri*, samosas, *kachori*, potato chips and *vada* appeared in huge baskets. He happily started eating them.

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As he was eating, he suddenly got hiccups. He wanted water. He looked around. There was food everywhere but no water!

He asked for water but the tree said, "You wanted only food not water."

"So what if I don't get water I will have *sharbat*, *kheer* and *badam* milk for my thirst," thought Madhu. Soon, all these appeared in jugs.

Madhu drank them all but the hiccups did not stop. They became louder. He was now desperate for water.

He prayed to the tree, "May all this food disappear, and let me have water instead."

"Are you sure?" the voice from the tree asked.

"Yes, I am sure. Now I know the importance of water. No other

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drink can replace water.
Please give me just water."

A jug of water appeared. Thirsty, Madhu drank as though he had never seen water. His hiccups stopped. He was no longer thirsty.

— *Sudha Murty*

New words

forever	immediately	appeared	savouries	hiccups
disappear	instead	replace	thirsty	

Note to the teacher

Ask children that when they get hiccups, what do their parents and elders suggest to them.

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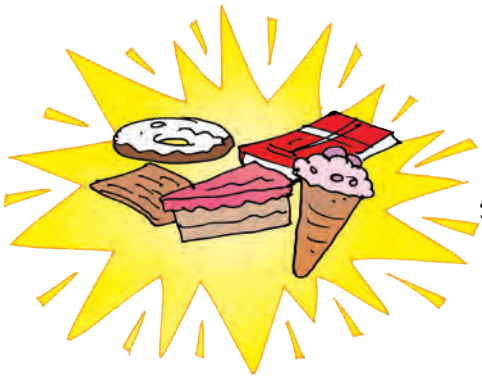
Let us think



A. Answer the following.

1. What did Madhu enjoy?

2. Do you think the old man had magical powers? How do you know?

3. Why did the tree ask Madhu to 'think over' his wish?

4. Name some of the things that Madhu ate.

B. Think and say.

1. Have you experienced hiccups?
2. What do you do when you get hiccups?
3. Do you think water is important? Why do you think so?
4. If you were in Madhu's place, what would you wish for and why?

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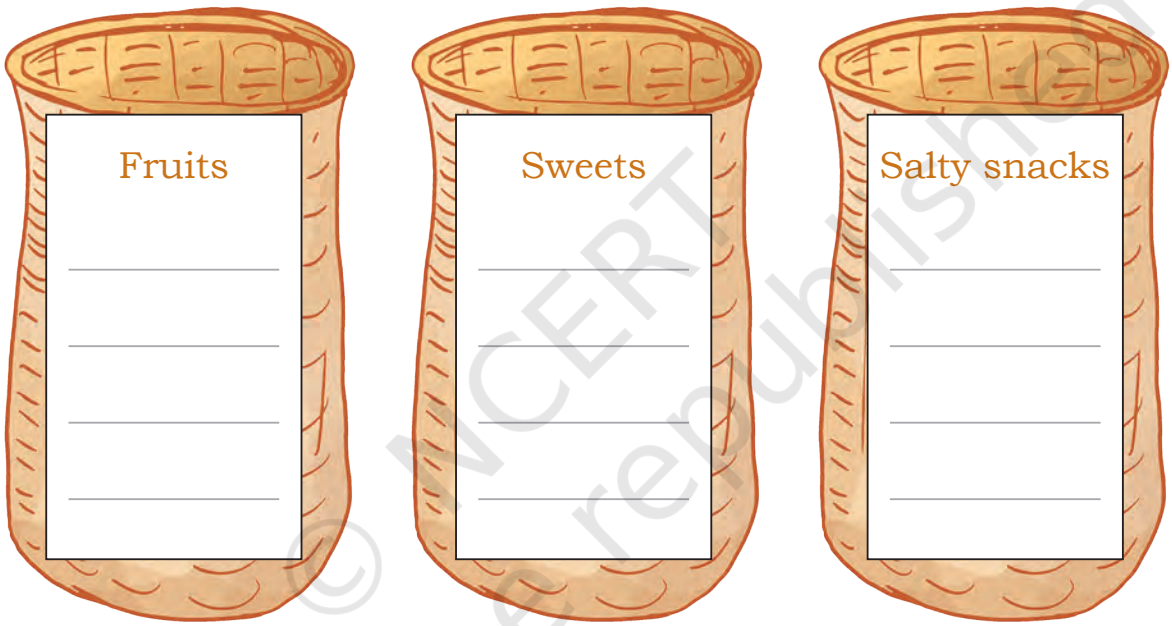
A. Madhu enjoyed the following items. Write them in the correct basket.

Help Box

banana	*kheer*	melon	guava	*kachori*
potato chips	laddoo	vada	jackfruit	samosa



B. Read the following sentences.

1. Madhu shared his food with the old man. He is **kind**.
2. Madhu wanted to eat everything. He is **greedy**.
3. The old man gave a special gift to Madhu. He is **generous**.

Note to the teacher

- Draw learners' attention to the concept of 'quality' or 'property'.
- Incorporate activities where learners get to describe someone or something.

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C. Choose a word from the box to describe the people below.

brave	polite	selfish	lazy

1. Pramod doesn't share his toys with anyone.

   He is _____.

2. The woman saved the boy from the robber.

   She is _____.

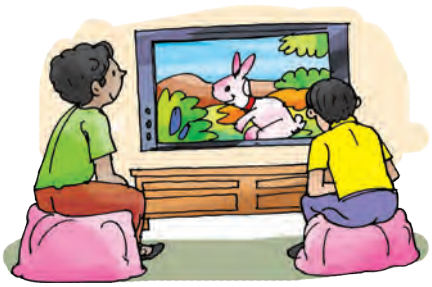
3. Advait is always lying in bed and doing nothing.

   She is _____.

4. Prerna always wishes everyone in the morning.

   She is _____.

D. Read the following sentences.



1. Sam is watching television.

2. Pratham is watching television.

Both Sam and Pratham are doing the same activity.

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The two sentences can be combined in to a single sentence:

Sam and Pratham are watching television.

Now, look at the following sentences.

1. Aman has a pen.
2. Aman has a pencil.
3. Aman has an eraser.

The three sentences talk about Aman. The three sentences can be combined as one sentence using 'and'.

The new sentence will be:

Aman has a pen, a pencil and an eraser.

Let us take one more example:

1. Sam works in the afternoon.
2. Pratham works at night.

Both sentences talk about doing '**work**' but by different people and at different times.

The two sentences can be combined as:

Sam works in the afternoon but Pratham works at night.

Rewrite the following sentences using '**and**' or '**but**'.

1. I eat an apple. I eat an orange. I eat a peach. (**and**)

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2. I like to watch cartoons. My sister likes to watch movies. (**but**)

3. Anita plays volleyball. Anju plays volleyball. (**and**)

4. Dolma wants a new comic book. She has spent all her pocket money on sweets. (**but**)

5. Rajesh wants to go to the park. He has not finished his homework. (**but**)

A. Your teacher will read parts of the story. Listen carefully and tell the class what happened after that.

1. Madhu said, "Oh tree, let me have different types of food. Nothing else."
2. As he was eating, he suddenly got hiccups. He wanted water.

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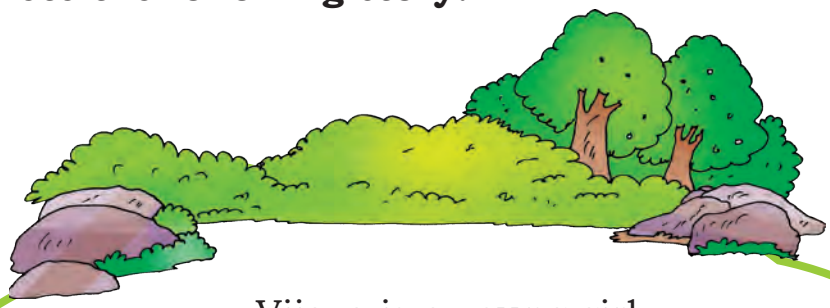
Let us write

A. Complete the following story.



Vijaya is a young girl.

She lives with her father, mother, grandmother and grandfather in a small village.

Each day _____

_____

_____

_____

_____

_____

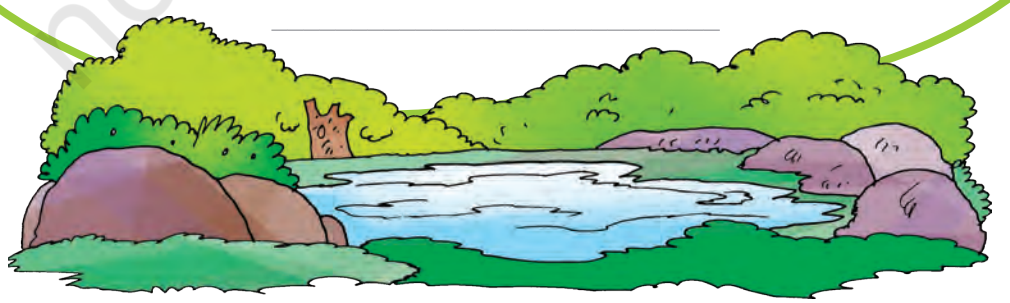
_____

_____

_____

_____

_____



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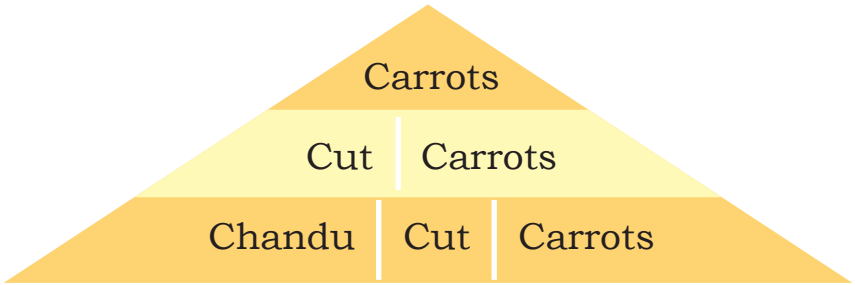
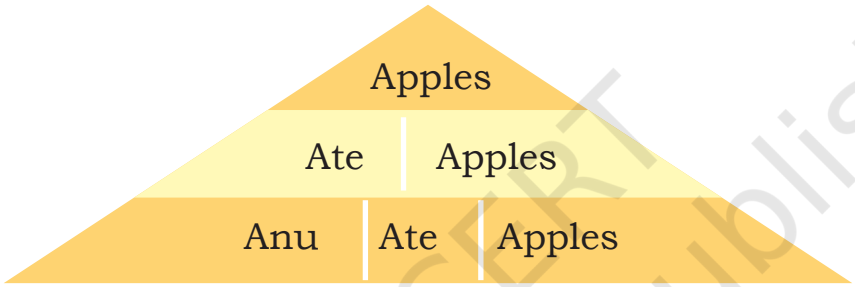
Fun with Words

B. Notice that the first letter of each word has the same letter.

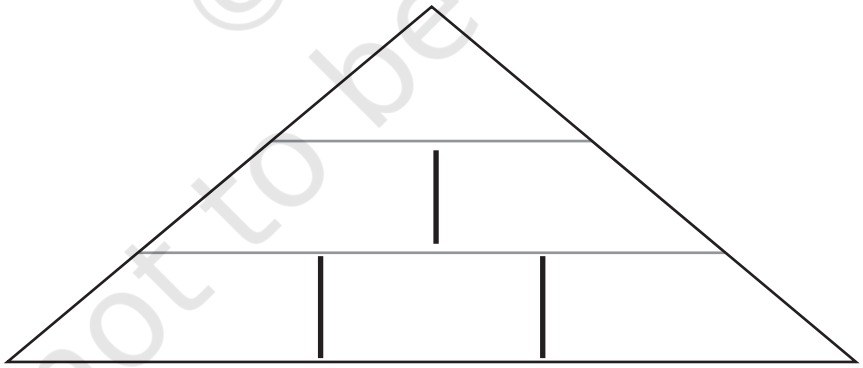


The first letter of each word is _____.



The first letter of each word is _____.

C. Write down similar words as shown above using your name or any name of your choice.



The first letter of each word is _____.

Note to the teacher
Encourage the learners to share their sentences with the class. Ask questions to reinforce their understanding of the letters of the English alphabet.

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Let us write

A. Read the incomplete sentences. Discuss with your friends and complete them.

1. Madhu shared his food with the old man because _____

_____

2. Madhu was happy because _____

_____

3. After eating fruits, Madhu asked for savouries because

_____

_____

4. Madhu asked for water because _____

_____

Let us do

Let us make a table mat.

Materials needed

An A4 sheet paper, pictures of various fruits and vegetables, bits and pieces of coloured papers, glue and a pencil or a sketch pen.

Note to the teacher

Help students notice the use of 'because' being linked with the reason or cause behind something.

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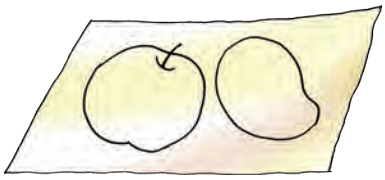
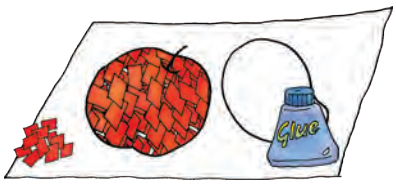
Steps

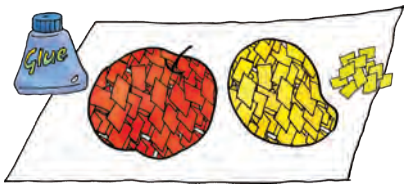


1. On the A4 sheet, draw fruits or vegetables of your choice like an apple, a mango or a pear.

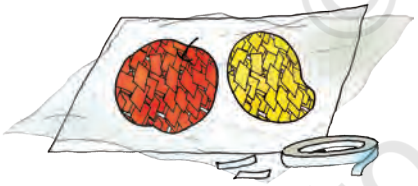
2. Take the sheet of red coloured paper. Make small bits by tearing it.



3. Stick the bits of papers on the apple picture you made.



4. Likewise, stick the yellow paper or the colour you like in the mango picture.



5. You can cover it with any plastic sheet available in your house.

6. Your table mat is ready!

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Unit 4

The Sky

Picture reading

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Look at the picture and answer.

1. What can you see on both sides of the street?
2. Why are there two dustbins? Do you know why one is blue and the other is green in colour?
3. Why is the man in dark glasses holding a white stick?
4. Do you know which toy the boys are playing with?
5. How many bullock-carts are there in the picture?
6. Name the different animals in the picture.

Note to the teacher
Provide ample time to foster the skill of observation.

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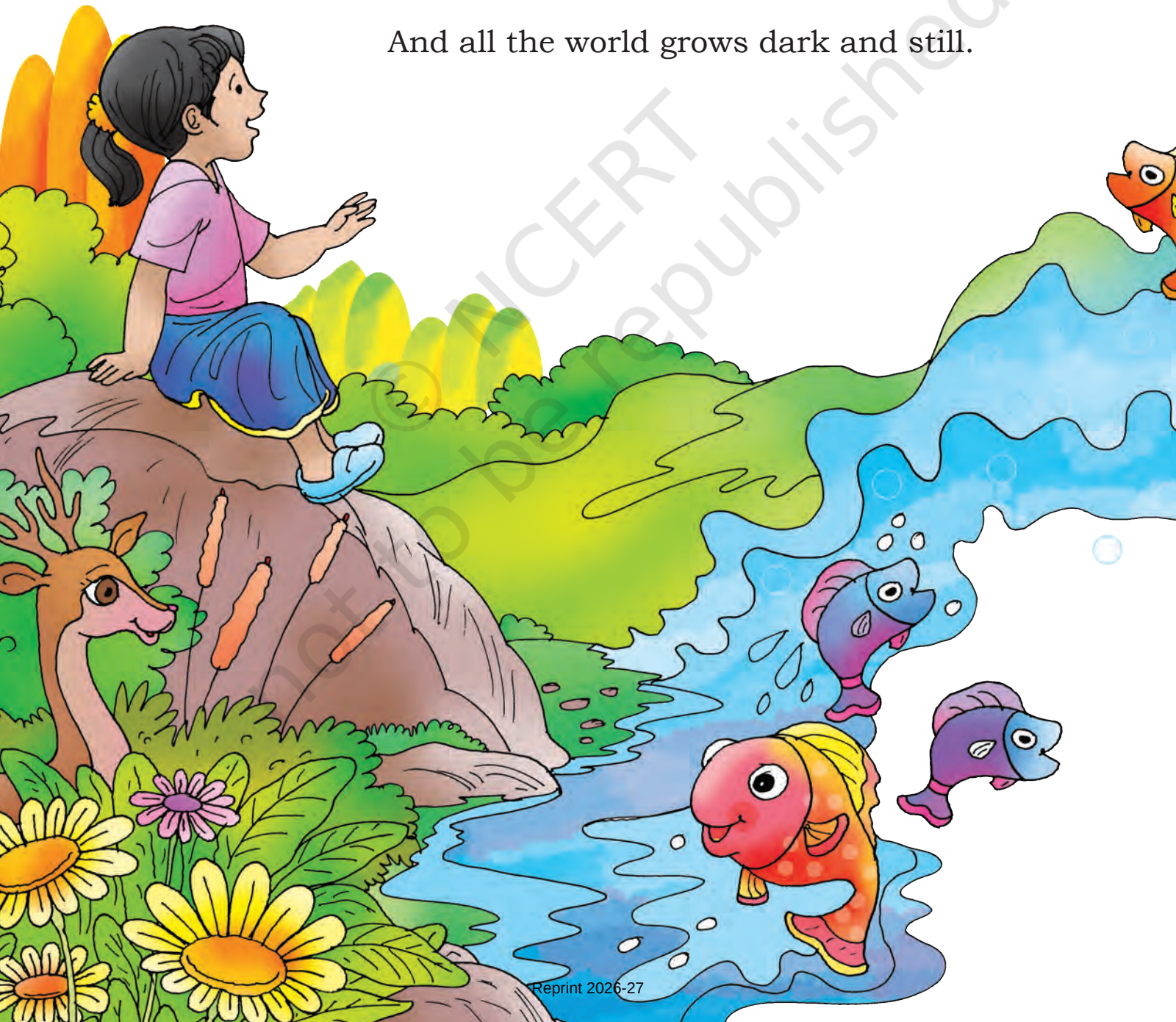
Chapter 10. Night

0332CH10

Let us recite

The sun that shines all day so bright,
I wonder where it goes at night.
It sinks behind a distant hill
And all the world grows dark and still.



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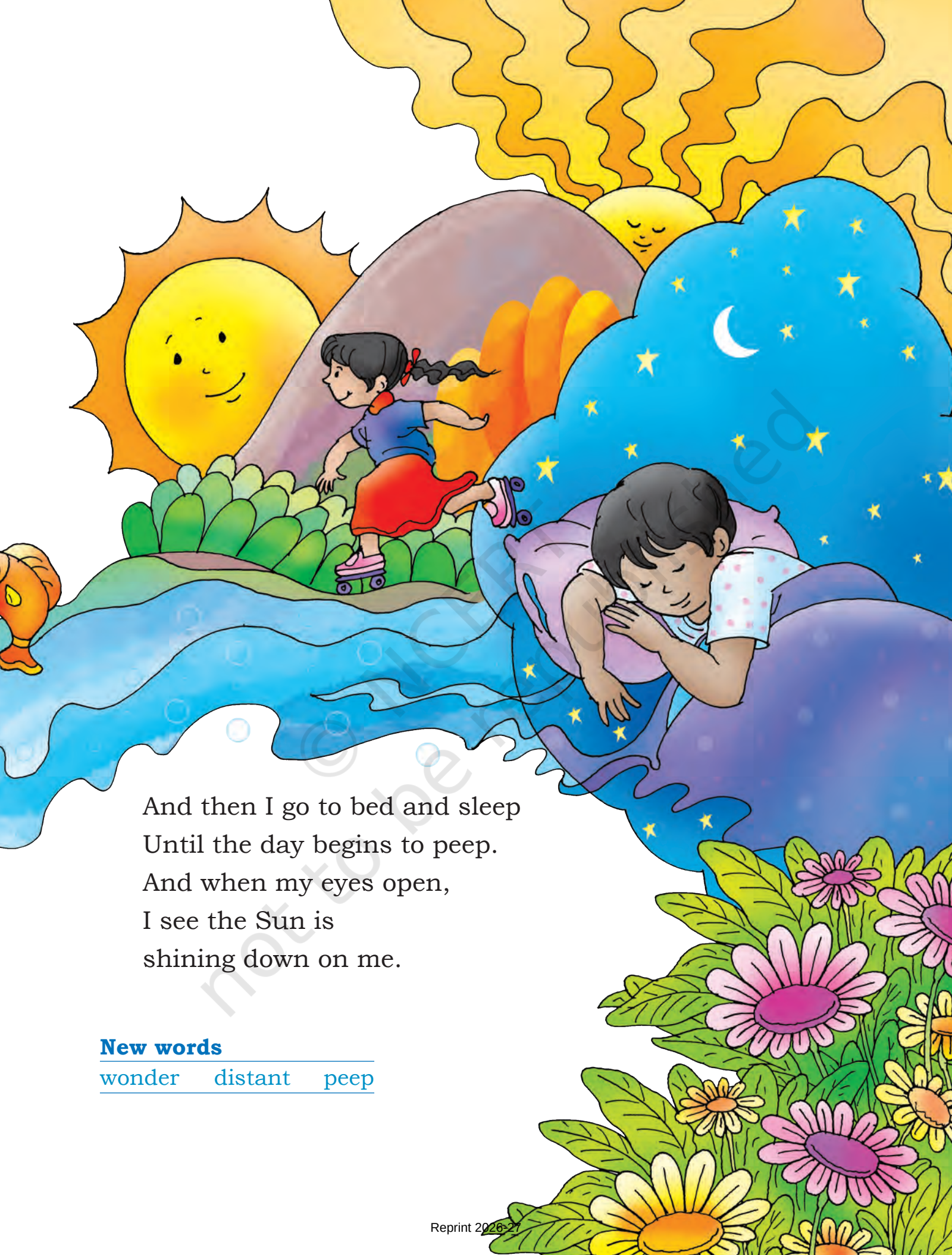

And then I go to bed and sleep
Until the day begins to peep.
And when my eyes open,
I see the Sun is
shining down on me.

New words

wonder distant peep

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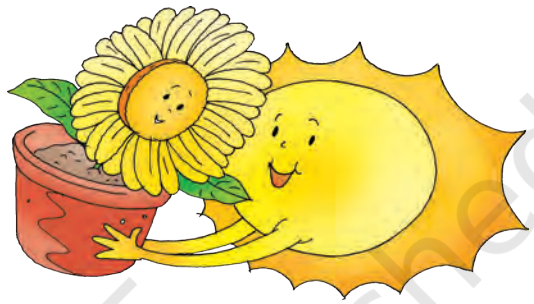
Let us think

A. Answer the following.

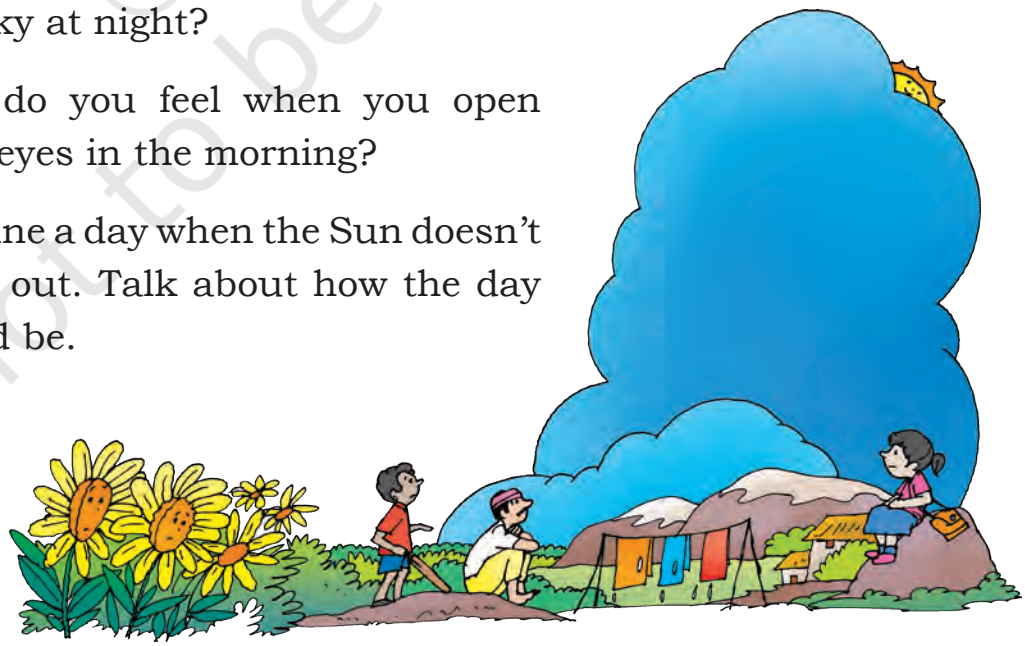
1. Where does the Sun go after the end of the day?
2. Which among the following needs the Sun? Why?
   a) sunflower
   b) toys
   c) plants
   d) table
   e) children



3. The poem talks about the Sun in the sky. What else do you see when you look up at the sky?

B. Think and answer.

1. What different colours do we get to see during sunrise and sunset?
2. What do you see when you look at the sky at night?
3. How do you feel when you open your eyes in the morning?
4. Imagine a day when the Sun doesn't come out. Talk about how the day would be.



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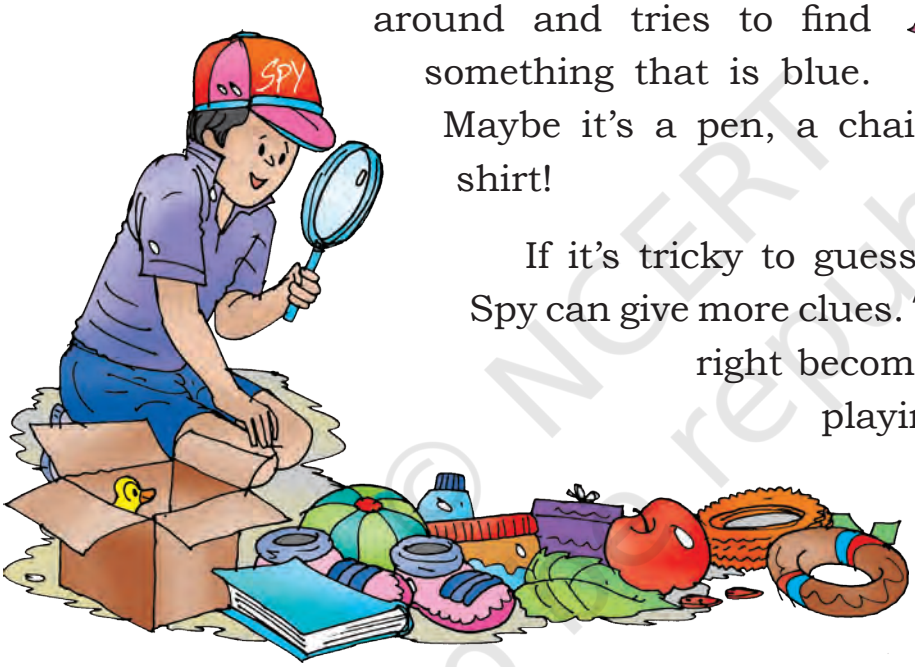
Let us do

Let us play a game.

Let's play a fun game called "I Spy"! We are going to take turns to be Spies. The Spy secretly chooses something in the room and gives everyone a clue. The Spy starts by saying, 'I spy with my little eye something that is …' and gives a clue. For example, 'I spy something that is blue!' Then, everyone looks around and tries to find something that is blue. Maybe it's a pen, a chair, or even someone's shirt!



If it's tricky to guess the object right, the Spy can give more clues. The child who guesses right becomes the new Spy! Keep playing, taking turns being Spies and guessing until everyone gets a chance to be the Spy.

Let us speak

Read the following sentence: I **sp**y a few **st**ars in the **sk**y.

The word **sp**y begins with **sp**

The word **st**ars begins with **st**

The word **sk**y begins with **sk**

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Now say these words aloud.

Star	Storm	Store	Stain
Stick	Stair	Spoon	Splash
Spin	Skin	Skate	Sky

Let us learn

A. Read the following words and circle the words that are found in the sky.

Stars	Storm	Store	Stain
Sun	Bicycle	Moon	Rain
Clouds	Flowers	Rainbow	Monkeys
Computer	Shoes		

B. Add 'Sun' to the following words to make new words. Write them in the space given.

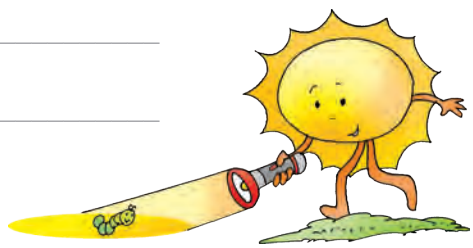
One has been done for you.

light	flower	rays	set
rise	glasses	day	

Sunlight _____ _____

_____ _____ _____

_____



Note to the teacher

- Emphasise the pronunciation of blends 'sp', 'st' and 'sk'.
- Allow time for students to familiarise themselves with the sounds.

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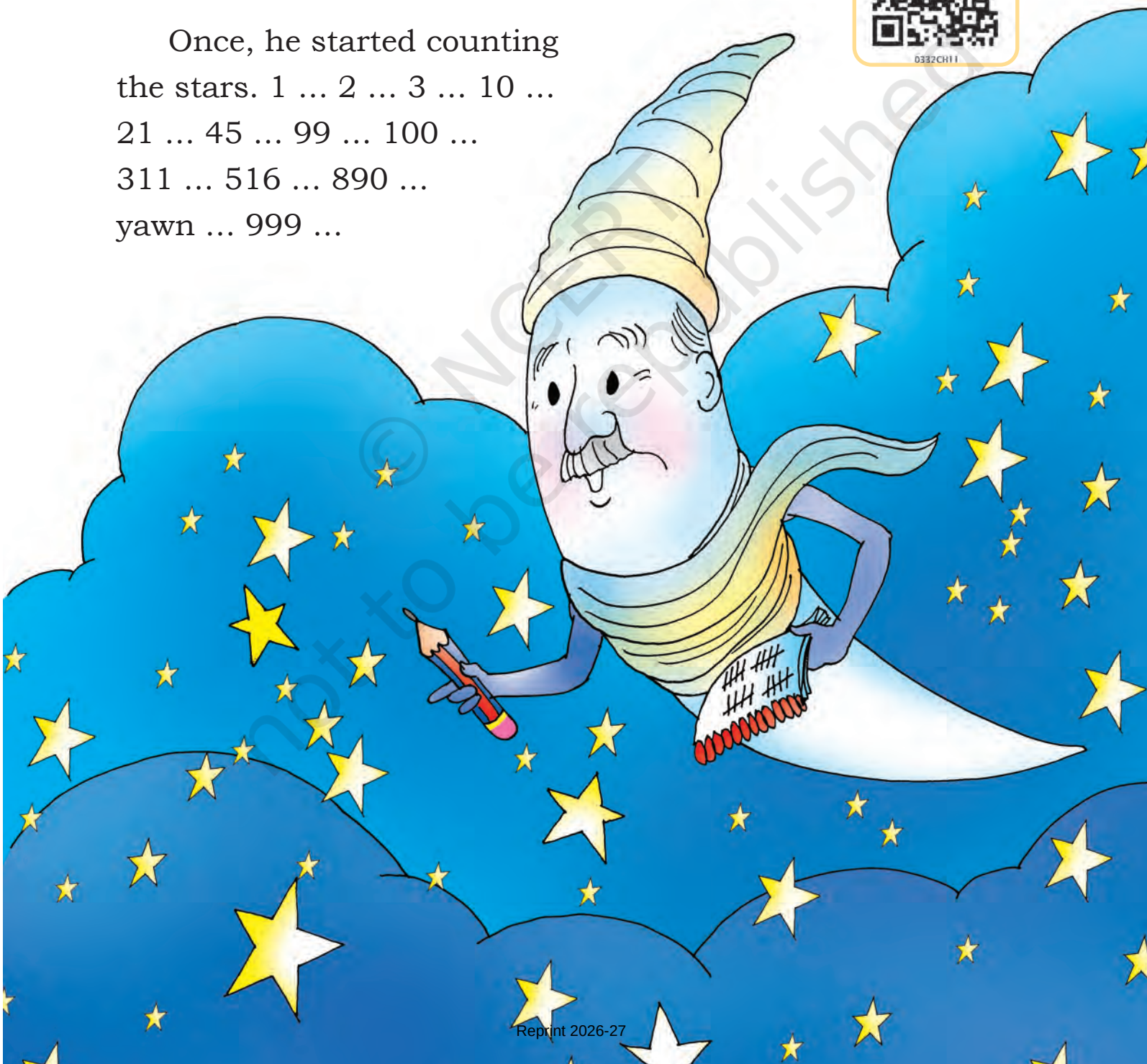
Chapter 11. Chanda Mama Counts the Stars

Let us read

Chanda Mama! At times round as a circle
and at times different.

Once, he started counting
the stars. 1 ... 2 ... 3 ... 10 ...
21 ... 45 ... 99 ... 100 ...
311 ... 516 ... 890 ...
yawn ... 999 ...



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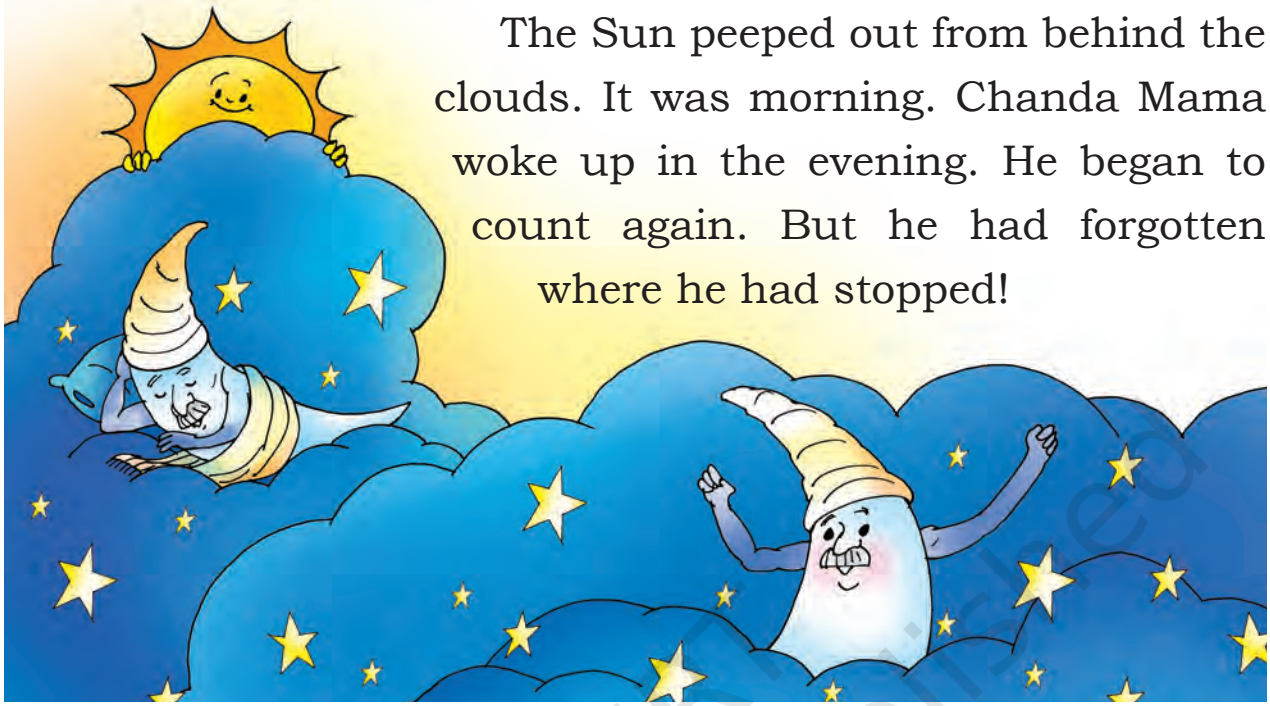
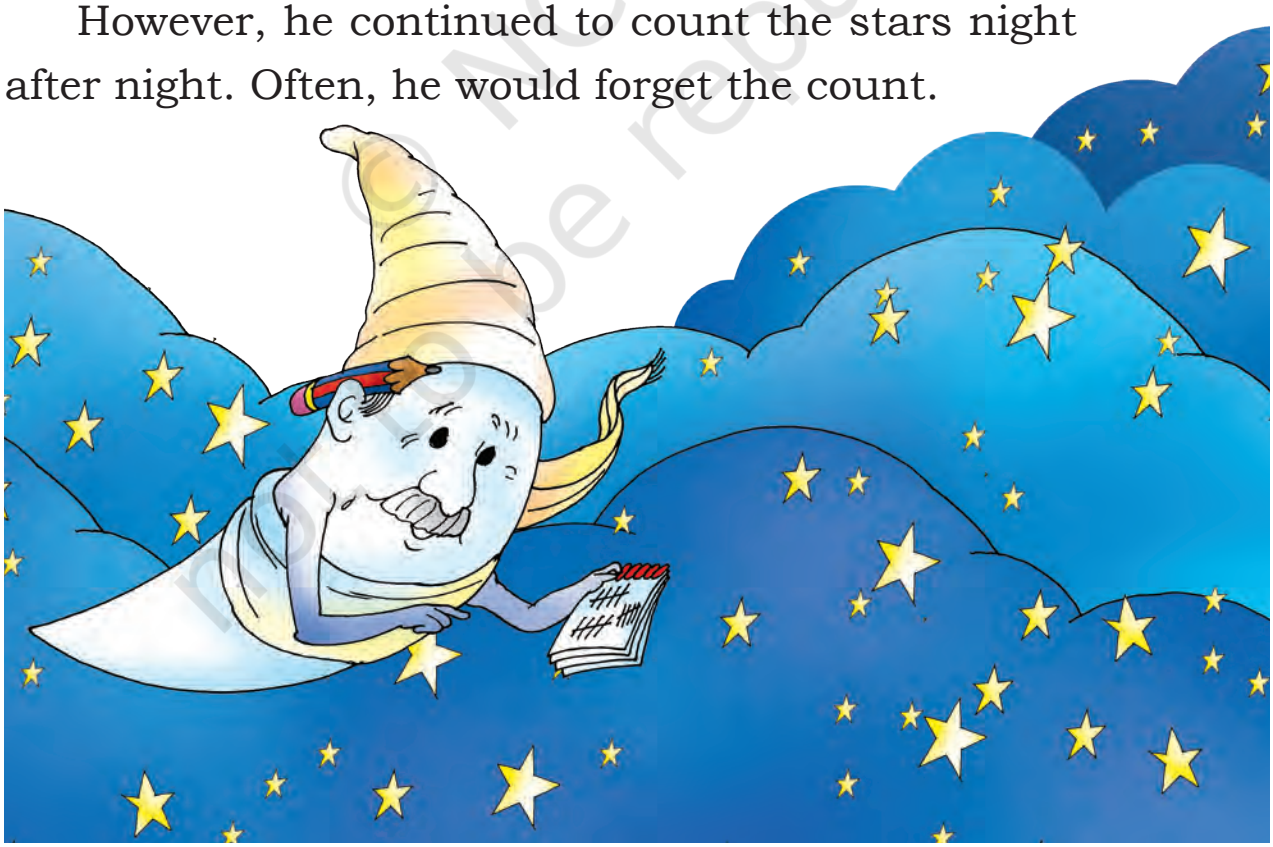
Chanda Mama fell asleep!

The Sun peeped out from behind the clouds. It was morning. Chanda Mama woke up in the evening. He began to count again. But he had forgotten where he had stopped!



By the time he remembered, the night was over.

However, he continued to count the stars night after night. Often, he would forget the count.



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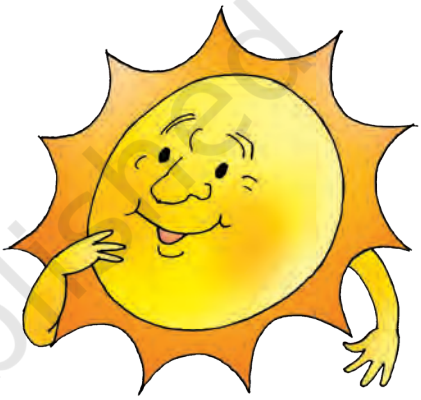
One night, he was very upset. He began to cry. “Ooohh … Ooohh … What is this? I am never able to complete my counting.”

On seeing his tears, the Sun smiled, “Don’t worry! Why do you cry? I can tell you how many stars there are in the sky.”

“Really? How many?” Chanda Mama was surprised.



The Sun replied joyfully, “The number of lovely children is the same as the number of stars in the sky.”

Chanda Mama was happy! Now, the Moon came out every night. He would look at the stars. He would look at the children and he would smile happily.

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New words

round count tears

Let us think

A. Answer the following.

1. Does the Moon look the same every night?
2. What did Chanda Mama try to count?
3. Why did Chanda Mama fall asleep?
4. Who helped Chanda Mama?
5. Complete the sentence:

   The number of stars in the sky is the same as _____

B. Think and say.

1. I call the Moon, *Chanda Mama*. What do you call him in your language?
2. Chanda Mama was not able to count the stars. What things can you not count?
3. The Moon is visible during the night. What can you see in the night sky?

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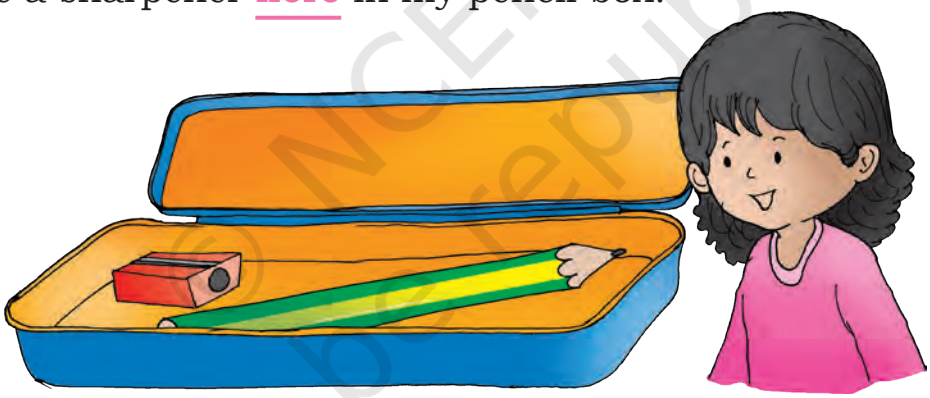
Here and There!

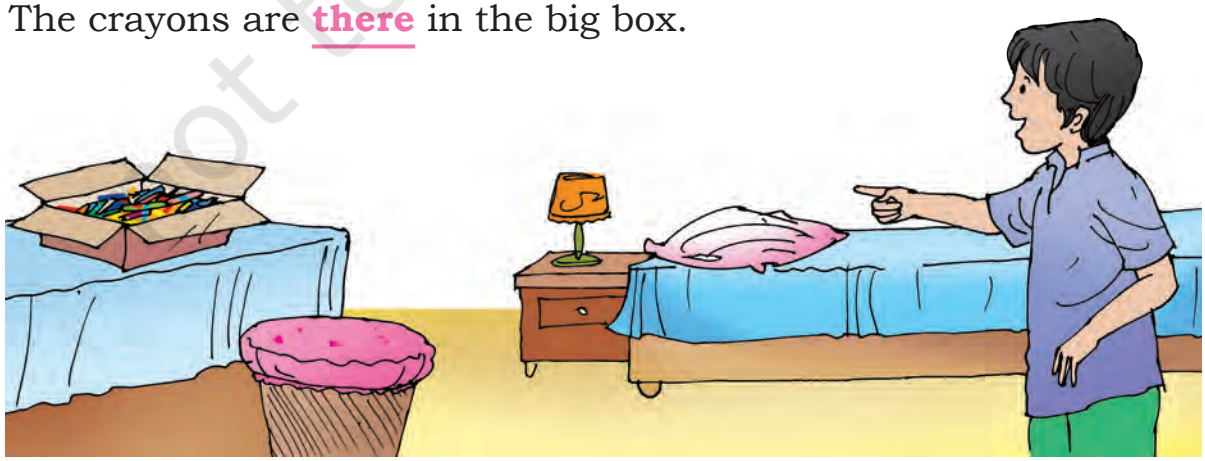
Look at the following sentences.

We are **here** on the Earth. The Moon is **there** in the sky.

I have a sharpener **here** in my pencil box.



The crayons are **there** in the big box.



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The underlined words in both sentences tell us about the location of 'sharpener' and 'crayons'. The distance of the objects from the speaker helps us in choosing between the words 'here' and 'there'.

We use '**here**' to tell the location of things that are near us. Similarly, '**there**' is used to tell the location of things that are far from us.

Fill in the blanks with 'here' or 'there'.

One has been done for you.

- The students are playing *kabaddi* **there**.

- _____ is your shirt.

- _____ is my bicycle.

- I went to Chandigarh last year. My brother lives _____.

- This is my bench. I sit _____ with my friends.

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Let us listen

A. In the story, we read that the stars were too many to be counted.

Now, your teacher will read out a list of items for you. Put the items in the correct column in the given table.

1. Children in the classroom.
2. Flowers in a garden.
3. Books in the library.
4. Pencils in your pencil box.
5. Fingers on your right hand.
6. Children in your city or town.
7. Pages in your English notebook.
8. The hairs on your head.

Can be counted easily	Too many to be counted

Note to the teacher
On the basis of the examples, list more items for children (based on local context) to sort in the two columns. Repeat the phrases twice or thrice instead of jotting down on the board.

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Let us write

A. It was a full moon night. Children had come out to see the Moon. Complete the conversation they had by picking the words from the help box.

Govind : Wow, look!

Safura : The moon looks so big and bright.

Sukanya : Isn't it?

Dhruv : My grandfather _____.

Ramani : Let us take a picture.

Safura : My mother has _____.

Dhruv : Come. Stand here and _____.

Govind : The moon is _____.

Help Box

a camera for the picture, so bright and big,
says the full moon looks very beautiful, let's take a picture

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Project Work

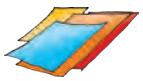
Wind Chimes

Let us make 'Wind Chimes' with the shapes of the moon and the stars.

Follow the instructions stepwise.

Materials required

1. Two cardboard sheets.



2. Coloured paper

3. A pair of scissors (Child-friendly scissors to be used under adult supervision.)

4. Marker

5. Thread

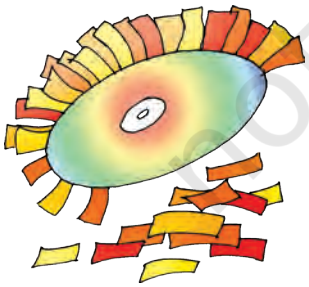
6. Glue

Steps

Step 1: Take a cardboard sheet.

Cut a crescent-shaped moon from it as shown in the picture.

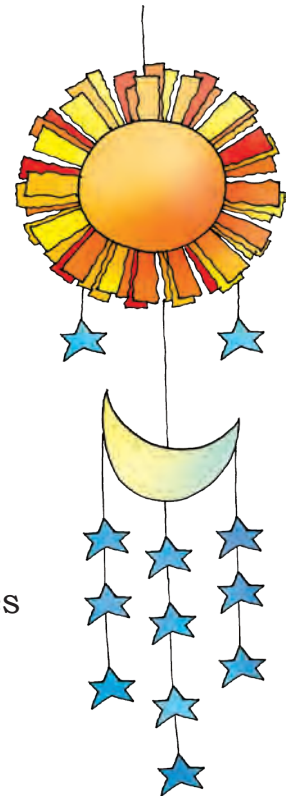
Step 2: Draw stars on cardboard and cut them.



Step 3: Use paper to decorate the sun.

Step 4: Attach all the above shapes as shown in the picture using thread and glue.

Our beautiful 'Wind Chimes' are ready.



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Chapter 12. Chandrayaan

0332CH12

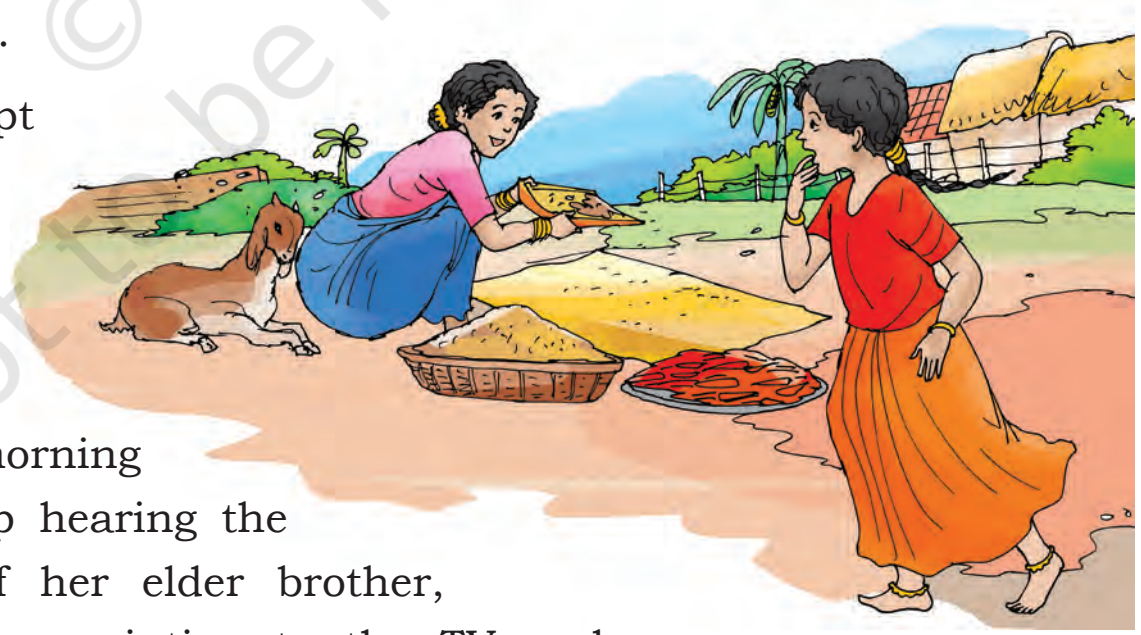
Let us read

There was a girl named Rani who lived in a village. She was very curious and used to ask many questions to her family, teachers and friends.

"Why is the sky blue?"

"Where does the Sun go at night?"

One evening, Rani heard her mother singing, "*Chanda mama door ke ...*" Hearing this, Rani asked her mother, "Amma, how far is the Moon?" Amma said, "Rani, the Moon is very far in the sky".



Rani kept on thinking about the moon and fell asleep.

The next morning Rani woke up hearing the loud voice of her elder brother, Pratik. He was pointing to the TV and

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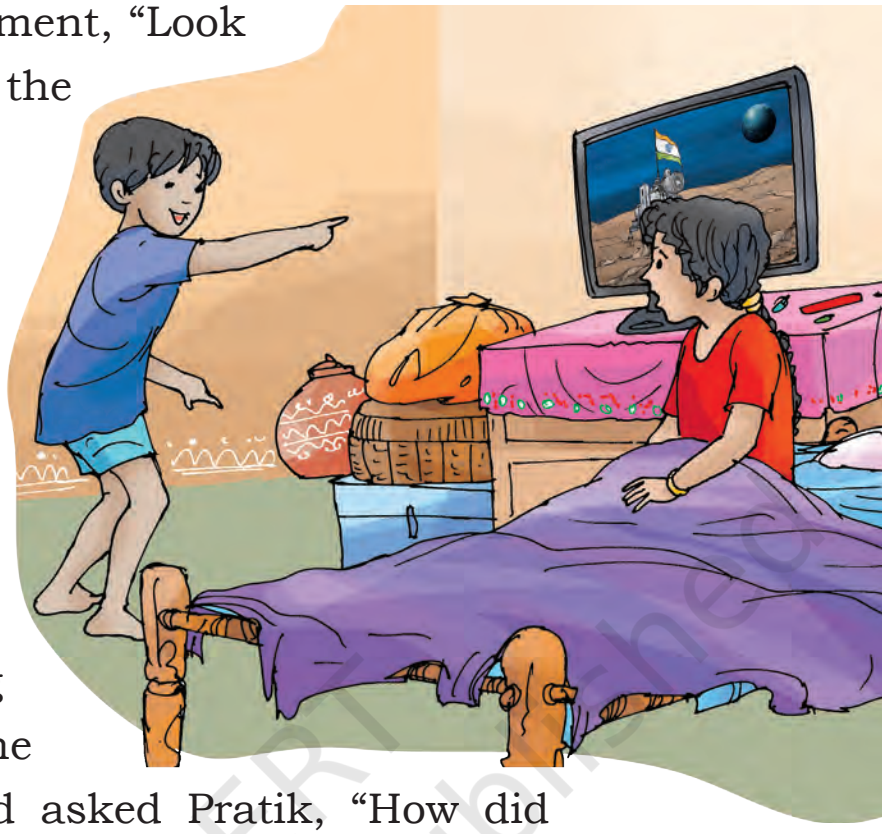
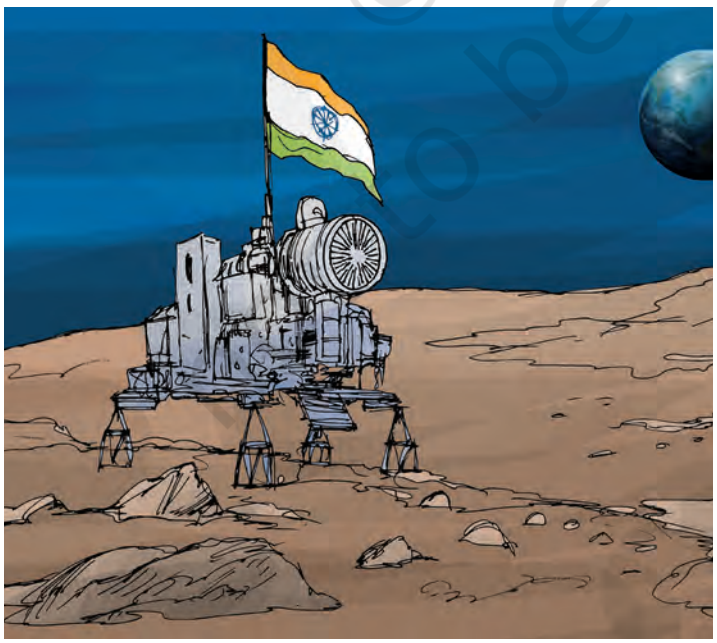
shouting in excitement, “Look Rani, India is on the Moon!”



Rani looked at the TV. She could see photos of some machines on the Moon. She heard a few people talking about the landing on the Moon. She was confused and asked Pratik, “How did Chandrayaan reach the Moon?”

Have you seen pictures of Chandrayaan landing on the moon?



Pratik replied that his friend Vivaan’s mother, Aunt Nandini, is a scientist. “Shall we go and talk to her?” asked Pratik. Rani happily agreed. Both Rani and Pratik decided to visit Vivaan’s house.

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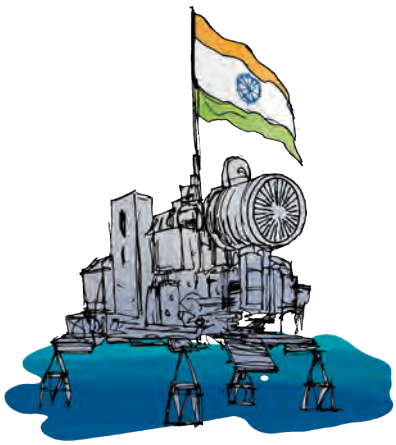
Vivaan and his mother welcomed them. Rani could see many models and photographs of rockets in their house.



Nandini Aunty offered *sharbat* to the children and said, "Rani, what do you want to know?"

Rani replied, "People say India is on the Moon. Can you please tell us more about this?"

Aunty said, "Yes, of course. Do you know which vehicle is used to go to the Moon?"

Pratik immediately said, "I know Aunty, it is a rocket. I had seen it on the TV".

Rani pointed to the models and photos of rockets in the room.

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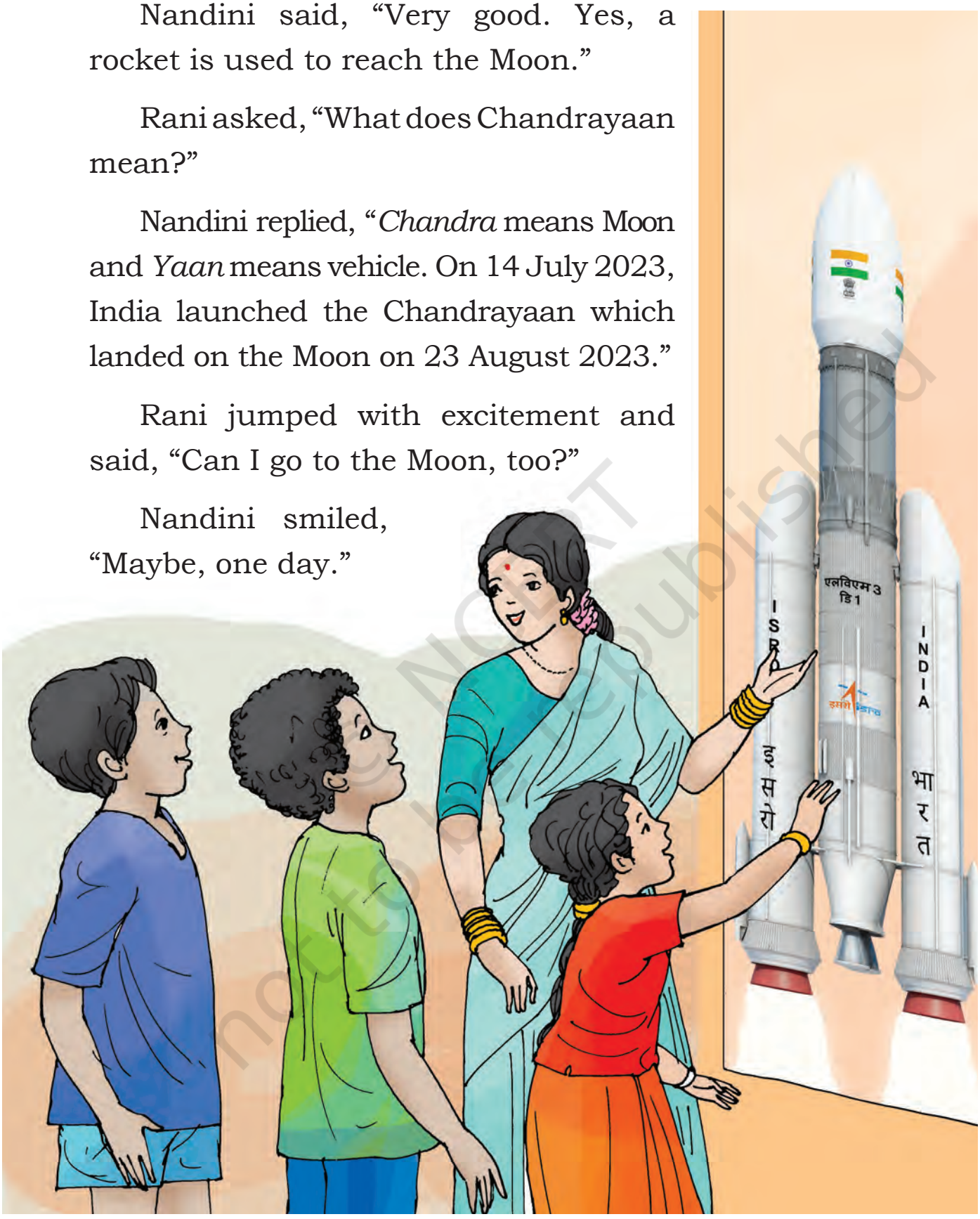
Nandini said, “Very good. Yes, a rocket is used to reach the Moon.”

Rani asked, “What does Chandrayaan mean?”

Nandini replied, “*Chandra* means Moon and *Yaan* means vehicle. On 14 July 2023, India launched the Chandrayaan which landed on the Moon on 23 August 2023.”

Rani jumped with excitement and said, “Can I go to the Moon, too?”

Nandini smiled, “Maybe, one day.”



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New words

curious excitement machines confused
scientist rockets Chandrayaan

Let us think

A. Answer the following.

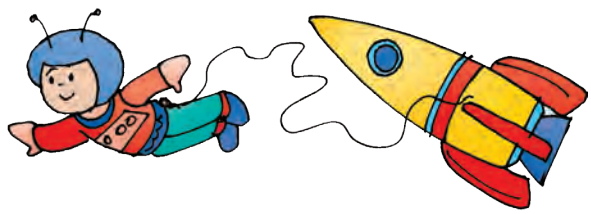
1. Rani was very curious. How do you know?
2. What did Pratik say in excitement?
3. Who was Nandini Aunty?
4. What do the words *Chandra* and *Yaan* mean?
5. Complete the sentence:

   Chandrayaan-3 landed on the Moon on _____.

B. Think and say.

Imagine you are invited by the scientists to spend 10 days on the moon. Make a list of items that you would like to take with you.

1. _____ 2. _____
3. _____ 4. _____
5. _____ 6. _____
7. _____ 8. _____
9. _____ 10. _____



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Let us speak

1. Chandrayaan travelled the distance between the Earth and the Moon. You may ask elders at home about their experiences of travelling to places that are far from home.
2. Have you ever travelled to far-off places yourselves? If yes, share your experience with others.

Let us learn

Read the following lines.

There was **a** girl named Rani who lived in a village.

A hanky for **an** elephant.

Notice that we used 'a' before girl, village and hanky, and 'an' before elephant.

We use '**a**' before singular nouns that begin with consonants. '**An**' is used before singular nouns that begin with vowel sounds (**a, e, i, o, u**).

Note to the teacher
Ensure that the focus is on sound and not on the letters.

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A. Fill in the blanks using 'a'.

1. _____ dog is barking at the postman.

2. My mother gives *chapattis* to _____ cow everyday.

3. In summers, _____ sparrow builds its nest on the mango tree near our house.

B. Fill in the blanks using 'an'.

1. I saw _____ eagle yesterday.

2. Maya bought _____ umbrella for the monsoon.

3. _____ ice-cream man brings his cart in the evenings.

C. Fill in the blanks using 'a' or 'an'.

1. _____ brown hen laid _____ egg.

2. _____ eagle sat on _____ building.

3. Mary ate _____ apricot, _____ *chikoo* and _____ orange.

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Let us write

A. Fill in the blanks by forming words using 'sk', 'sw', 'sp', and 'st'.

1. There are **sw**ings in the park.
2. The children throw _____ones in the river.
3. I need a _____oon and a bowl for soup.
4. Have you heard the _____ory of the boy who cried wolf?
5. The blue _____irt matched with the pink shirt.

B. Describing the Moon.

Draw a picture of the Moon. With the help of your teacher, write a few lines about the Moon.

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Fun with Words

A. Read these sentences aloud with your teacher.

There are seven days in a week.

Sunday is the **first** day of the week,

Monday is the **second** day of the week.

Tuesday is the **third** day of the week.

Wednesday is the **fourth** day of the week.

Thursday is the **fifth** day of the week.

Friday is the **sixth** day of the week.

Saturday is the **seventh** day of the week.

B. Look at the words given below. Read them aloud. Find their position in a week using the text given above. One has been done for you.

Sunday first

Monday _____

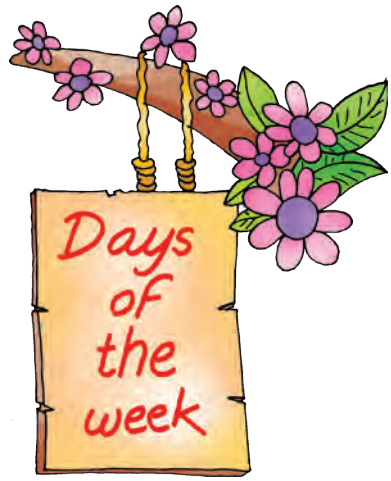
Tuesday _____

Wednesday _____

Thursday _____

Friday _____

Saturday _____



Note to the teacher
Reinforce the link between position and ordinal numbers by using examples from everyday life such as standing first or last in a line, etc.

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Let us do

A. Divide yourselves into small groups. Each group shall collect newspaper or magazine clippings related to the Chandrayaan-3 mission. Paste it on a chart paper and display it in your class.

Let us explore

A. Do you know a song or a story about the moon in your mother tongue? If not, ask your family members and share it in the class.

Note to the teacher

Encourage students to share stories with others.
Introduce the English counterparts of the words as and when possible.

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SELF ASSESSMENT

1. I can recite the poems

- in a group. ☐
- in pairs. ☐
- by repeating after my teacher. ☐
- by myself. ☐

2. I can read the stories

- by myself. ☐
- with my classmates. ☐
- with the help of my teacher. ☐

3. I can write

- by copying from the book or the board. ☐
- as my teacher speaks. ☐
- with the help of my classmates. ☐
- by myself. ☐

4. I can tell the stories that I have read or listened

- by myself (without any help). ☐
- with the help of the teacher. ☐
- by using the book. ☐

5. I was able to do

- all the exercise questions. ☐
- most of the exercise questions. ☐
- a few exercise questions. ☐

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Note to the teacher
The assessment sheet can be filled by the student under the guidance of parents and teachers.

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